EIA Budget Reports for 2014-15 and Budget Requests for 2016-17

Coversheet			
EIA-Funded Program Name	SC Program for the Recruitment and Retention of Minority Teachers	**Address**	P.O. Box 7793 300 College Street, NE Orangeburg, SC 29117

2015-16 EIA Appropriation	$339,482.00	**2014-15 EIA Appropriation (if program funded last year)**	$339,482.00

Program Contact	Reinell Thomas-Myers	**Organization**	SC State University
Contact Title	Program Manager	**Address**	300 College Street, NE Orangeburg, SC 29117
Contact Phone	803-536-8818	**Contact E-Mail**	rathomas@scsu.edu

Description of Program:

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws:

PART IB SECTION 1A - H63-DEPARTMENT OF EDUCATION-EIA

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

1A.7. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment)

Regulation(s):

N/A

B. Other Governing Guidelines

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

X Yes _____ No

If yes, please describe: See the attachment 2B.

Program Description

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

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

3. Goals

What are the primary goals of the program?

	Goals
1	To increase the pool of teachers in South Carolina.
2	On an annual basis, target no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).
3	To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

4. Strategies

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Target non-traditional students for enrollment in teacher education programs at South Carolina State University.	In progress – Ongoing
	Expand beyond the geographic areas currently served.	In progress – Ongoing
	Sites established/classes offered to students in Berkeley, Columbia (Richland County), Fairfield, Florence, Georgetown, Horry, and Williamsburg counties.	In progress – Ongoing
	Increase on-line classes offered.	In progress – Ongoing
	In collaboration with CERRA and the Call Me Mister Program, developed a statewide partnership plan for teacher recruitment.	Ongoing
2	Participants majoring in critical-need subject areas. (37%)	Completed
	Graduates teaching in state-declared critical subject areas or schools. (100%)	Completed
3	Monitor participant's academic achievement.	Completed

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Establish sites in Chesterfield, Marion, Marlboro, and Horry	Not completed - Ongoing
3.	Implement classes by video conference (on-line Classes are presently being offered).	Not begun

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Enrollment – 70	Completed
2	Participants majoring in critical-need subject areas. (37%) Graduates teaching in state-declared critical need subject areas or schools. (100%)	Completed
3	Participants maintaining their eligibility – U 52 (91%) Achieved Dean' list – U 40 (70%) – G 13 (100%) Graduates – 15 Graduates completing certification requirements – 15 (100%) Graduates Placed – 14 (As of October 2015)	Completed

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Establish sites in Chesterfield, Marion, Marlboro, and Horry Projected : Spring 2016	20-25
2	Increase enrollment at all established sites.	80
3	Enrollment Projection	80
4	Projected Graduates	18 – 20

6. Outcomes

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

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

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

Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile**

1	Enrollment 2011-2012 (27) Enrollment 2012-2013 (27) Enrollment 2013-2014 (52) Enrollment 2014-2015 (70) **Mean 44**	**Knowing how to learn:** Through specific pedagogy (methods) courses, our students are taught how to learn. Thus enabling them to teach the learners. **Self-direction:** Our Program of study ensures that our completers are self-directed through detailed individual contents demands. **Global perspective:** Our education curriculum allows students the ability to possess global perspective through their learning. **Interpersonal skills:** Our Minority Teacher Recruitment students are seasoned non-traditional students who come to the Program with a vast array of interpersonal skills. The program fosters advancement of those skills.
2	**Graduation in a Critical Need Subject Area** 2011-2012 5 (71%) 2012-2013 2 (17%) 2013-2014 2 (14%) 2014-2015 4 (27%) **Placement in Critical Geographic School** 2011-2012 6 (86%) 2012-2013 10 (83%) 2013-2014 14 (100%) 2014-2015 14 (93%) **Percentage of Graduates Teaching in State-Declared Subject Areas or Schools** 2011-2012 100% 2012-2013 100% 2013-2014 100% 2014-2015 100%	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program**.**
3	♦ Program Graduates Placed in South Carolina Schools as of May 2015 199 (95%) ♦ Number of Program Graduates in State-Declared Critical Need Subject Areas 67(32%) ♦ No. of Program Graduates Placed in Critical Geographic Schools 174 (87%)	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.
4	Program graduates have obtained additional certification, master's degrees, doctoral degrees, and national board certification. Many program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.

5	The teaching experience of graduates range from 1 to 21 years.	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.

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

1	**Sites/Enrollment/Graduates** **2014-2015** **Sites** **Enrollment** **N=70** Berkeley - 12 Florence/Georgetown/Williamsburg - 9 Richland One - 19 SC State Campus - 30 Non-traditional students, technical college transfers, and career path changers from various counties attend classes at the sites and on SC State's campus. **Graduates** **N=15**	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.
	Projected Expansion **Sites/Enrollment/Graduates** **2015-2016** **Sites** **Enrollment Projections** N=80 Berkeley Florence/Georgetown/Williamsburg and Horry Richland One SC State Campus **Spring 2016** Chesterfield, Marion, Marlboro, and Horry **Projected Graduates** N=18-20 **2016-2017** **Sites** **Enrollment Projections** Aiken, Laurens, Saluda N=100 Beaufort, Hampton and Jasper **Projected Graduates** N=20-22 **2017-2018** **Sites** **Enrollment Projections** Clarendon, Kershaw, Sumter N=120 Chester, Lancaster York, Anderson Greenville and Spartanburg **Projected Graduates** N=22-24	**World Class Knowledge, World Class Skills, Life and Career Characteristics** are embedded within the Program offerings of our teacher education program.

7. Program Evaluation

A. Outcomes

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

- The Program offers teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program.
- On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school.
- Program Graduates Placed in South Carolina Schools as of May 2015 -- 199 (95%)
- Number of Program Graduates in State-Declared Critical Need Subject Areas -- 67(32%)
- No. of Program Graduates Placed in Critical Geographic Schools -- 174 (87%)
- The teaching experience of graduates range from 1 to 21 years.
- Of the 121 Bachelor's degree graduates, 74.46% (90 out of 121 participants) years of teaching range from 10 years to 21 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 320%.
- Of the M.A.T. graduates, 100% (28 out of 28 participants) years of teaching range from 5 to 13. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 550%.

B. Implementation

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

The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 44 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

As part of its overall expansion initiative, SC-PRRMT plans to establish and maintain sites in each of the 10 identified regions. Because of budget cuts and reallocations, current allocated funds can be used only for forgivable loan awards. This limits the number of satellite sites the program can establish. Providing instruction by virtual delivery will assist in the number of students that can be served.

C. External Evaluation

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

X Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?
January 1997

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

Since current allocated funds can only be used for forgivable loan awards, the program would not be able to adequately assist as many students, resulting in fewer students enrolling in classes. A decrease in enrollment results in a decrease in graduation rates.
If funds are available in the collections account, those funds will be used to assist with forgivable loan awards.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16.

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.
Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

The limitations of current program allocations has placed an extreme hardship on the program and program participants. All aspects of the program have been affected; it's capacity to market, recruitment, personnel services, contractual services, equipment and maintenance, the number of sites it can establish and maintain, classes offered, and the number of students funded. The program has been asked to extend beyond the geographic areas it currently serves. Expanding into these areas will increase enrollment, thereby increasing the number of graduates. Future expansion depends on additional funding.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$339,482.00	$339,482.00
General Funds	-0-	-0-
Lottery Revenues	-0-	-0-
Fees	-0-	-0-
Other	-0-	-0-
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
*Total Collections Revenue/Carried Forward	$193,247.14	$193,247.14
Carry Forward from Prior Year	-0-	-0-
TOTAL:	$532,729.14	$532,729.14

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	$119,053.04	-0-
Contractual Services	402.49	-0-
Supplies & Materials	3,037.63	-0-
Fixed Charges	261.50	-0-
Travel	8,612.34	-0-
Equipment	-0-	-0-
Employer Contributions	25,289.00	-0-
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Transfers		-0-
Forgivable Loans	182,826.00	$339,482.00
		-0-
Balance Remaining Total Collections Revenue/Carried Forward	$193,247.14	$193,247.14
TOTAL:	$532,729.14	$532,729.14
# FTES:		

***Collections Revenue used if needed for additional Forgivable Loans.**

11. Future EIA Funding Requests

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

_____**X**_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$_____

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

ATTACHMENT 2B

Criteria for Education Improvement Act Forgivable Loan

The EIA awards are valued up to the cost of attendance (tuition, room, board, and books) each year. Recipients of these awards must obtain a degree in a teacher education program and must be willing to teach in the State of South Carolina for each year the award is received. The forgivable loan awards are for non-traditional students — teacher assistants, technical college transfer students, and career path changers — who are citizens of the United States, who are residents of South Carolina, who possess a grade point average of 2.75 or above (MAT -3.00 or above), and who are minorities and non-traditional students as defined by the South Carolina State University Minority Teacher Recruitment Program. To be eligible through the South Carolina Program for the Recruitment and Retention of Minority Teachers for an EIA forgivable loan, current regulations require that the student must:

- Make formal application for an EIA forgivable loan.
- Possess a high school diploma or G.E.D. or bachelor's degree in a non-teaching area.
- Provide a transcript reflecting a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success by completing 30 credit hours in South Carolina State University's general education curriculum with a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success by completing 30 credit hours at one of South Carolina's technical colleges with a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success by completing an Associate of Arts or an Associate of Science Degree at one of South Carolina's technical colleges with a cumulative grade point average of 2.75 or above

or

- Demonstrate potential for academic success in the Master of Arts in Teaching (M.A.T.) Program by completing a four-year non-teaching degree program at a regionally accredited institution with a cumulative grade point average of 3.00 or above.
- Be a minority as defined in South Carolina State University's EIA Grant Proposal.
- Submit official copies of all transcripts (high school and post-secondary).
- Submit two letters of recommendation:

TEACHER ASSISTANTS-

(1) a letter of recommendation from the immediate supervisor (principal, assistant principal, teachers) at the school where he/she is presently employed.
(2) a letter of recommendation from a former instructor on the post-secondary level.

South Carolina Program for the
Recruitment & Retention of Minority Teachers

Lift a Life...Teach

2014 - 2015
ANNUAL REPORT

Prepared for: The South Carolina Commission on Higher Education
Submitted by: Reinell Thomas-Myers, Program Manager

South Carolina State University
Orangeburg, South Carolina
August 2015

Dr. W. Franklin Evans, Interim President

ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS 2014-2015

SOUTH CAROLINA STATE UNIVERSITY

EXECUTIVE SUMMARY

MISSION STATEMENT: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

PROGRAM OBJECTIVES AND OUTCOMES 2014-2015

Objective 1

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University.

OUTCOME:

TABLE 1
ENROLLMENT FIGURES FALL 2011 - SPRING 2015

Year	Number
Enrollment 2011-2012	27
Enrollment 2012-2013	27
Enrollment 2013-2014	52
Enrollment 2014-2015	70
Mean	**44**

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other programs with teaching missions to fund student participants. As shown in Table 1 above, the Program's average enrollment in Teacher Education Curricula is 44 for fall 2011-spring 2015.

Objective 2

On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

OUTCOMES:

TABLE 2
STATE- DECLARED CRITICAL NEEDS

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State-Declared Subject Areas or Schools
2011-2012	7	5 (71%)	6 (86%)	100%
2012-2013	12	2 (17%)	10 (83%)	100%
2013-2014	14	2 (14%)	14 (100%)	100%
2014-2015	15	4 (27%)	14 (93%)	*14 (100%)

* Information for one 2014-2015 graduate was being researched at the time of this report.

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2015	199 (95%)
Number of Graduates in State-Declared Critical Need Subject Areas	67 (32%)
No. of Graduates Placed in Critical Geographic Schools	174 (87%)

Note: Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

Objective 3

To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

OUTCOMES:

- The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 70 students participated in the program.

- Fifty-two (91%) undergraduate Program participants maintained their eligibility during the 2014-2015 Academic Year. Forty (70%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or better. One hundred percent of the Program's M.A.T. participants (13) maintained their eligibility.

- For academic year 2014-2015, ninety-two percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	(13)
3.50 – 3.74	(17)
3.00 – 3.49	(23)

- For the 2014-2015 Academic Year, 15 students graduated; all 15 (100%) met certification requirements.

- Of the Program's fifteen 2014-2015 graduates, to date, 14 (93%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.

- Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.

- The teaching experience of graduates range from 1 to 21 years.

- One hundred and forty-five (76%) of the Program's placed graduates have gained 5 to 21 years teaching experience, and the mean years of teaching for all graduates is 17.5 years.

The table below shows the commitment of our forgivable loan graduates beyond their contractual teaching requirement(s).

TABLE 3

TEACHING EXPERIENCE OF FORGIVABLE LOAN PARTICIPANTS
N = 149

No. of FL Participants Bachelor's	No. of Years Teaching	Percentage Beyond Teaching Requirement of 5 Years	No. of FL Participants M.A.T.	No. of Years Teaching	Percentage Beyond Teaching Requirement of 2 Years
4	5	0%	3	5	150%
4	6	20%	5	6	200%
9	7	40%	5	7	250%
4	8	60%	6	8	300%
10	9	80%	8	8	350%
3	10	100%	-	-	-
6	11	120%	-	-	-
4	12	140%	-	-	-
6	13	160%	1	13	550%
6	14	-	-	-	-
0	15	200%	-	-	-
7	16	220%	-	-	-
12	17	240%	-	-	-
15	18	260%	-	-	-
17	19	280%	-	-	-
11	20	300%	-	-	-
3	21	320%	-	-	-
TOTAL 121	**-**		**TOTAL 28**	-	-

Of the 121 Bachelor's participants, 74.46% (90 out of 121 participants) years of teaching range from 10 years to 21 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 320%.

Of the M.A.T. participants, 100% (28 out of 28 participants) years of teaching range from 5 to 13. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 550%.

THE SUPPORT OF STATEWIDE RECRUITMENT AND RETENTION EFFORTS

- The Program Manager assisted with the development of a comprehensive Recruitment plan for the Department of Education FY 2011-2012. The Recruitment plan was fully implemented FY 2012-13 and continued FY 2014-2015.

- The Program Recruiter was a presenter at Williamsburg County School District's Summer Institute June 2015. The collaboration is part of the continuing partnership with Williamsburg County to retain and increase program participation in the area.

- SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2014-2015.

- Program recruitment activities for AY 2014-2015 also included: recruitment exhibitions and participation in fall open house, Youth Day, and spring open house at SC State University, freshman orientation, mailings and responses to program inquiries, visits to school districts, technical colleges, and participation and recruitment exhibitions at college fairs, career day, and SC State's Alumni Showcase. Recruitment activities/events included the following:

  Aiken Technical College
  Berkeley County Schools
  Calhoun County Schools
  Central Carolina Technical College
  Florence County School District #3
  Florence-Darlington Technical College
  Freshman University Fair (SC State)
  Georgetown County Schools
  Greenville Technical College
  Midlands Technical College
  SCSU Open House (Spring and Fall)
  Piedmont Technical College
  Richland County School District One
  Technical College of the Low Country
  Trident Technical College
  Trident Technical College – Palmer Campus
  Williamsburg County Schools
  York Technical College

EIA BUDGET
PROPOSED BUDGET
FY 2016-2017

BUDGET REQUEST $339,482.00

Forgivable Loans	$339,482.00
TOTAL PROJECT APPROPRIATIONS	**$339,482.00**

Budget for FY 2012-2013, FY 2013-2014, FY 2014-2015, and Current FY 2015-2016.

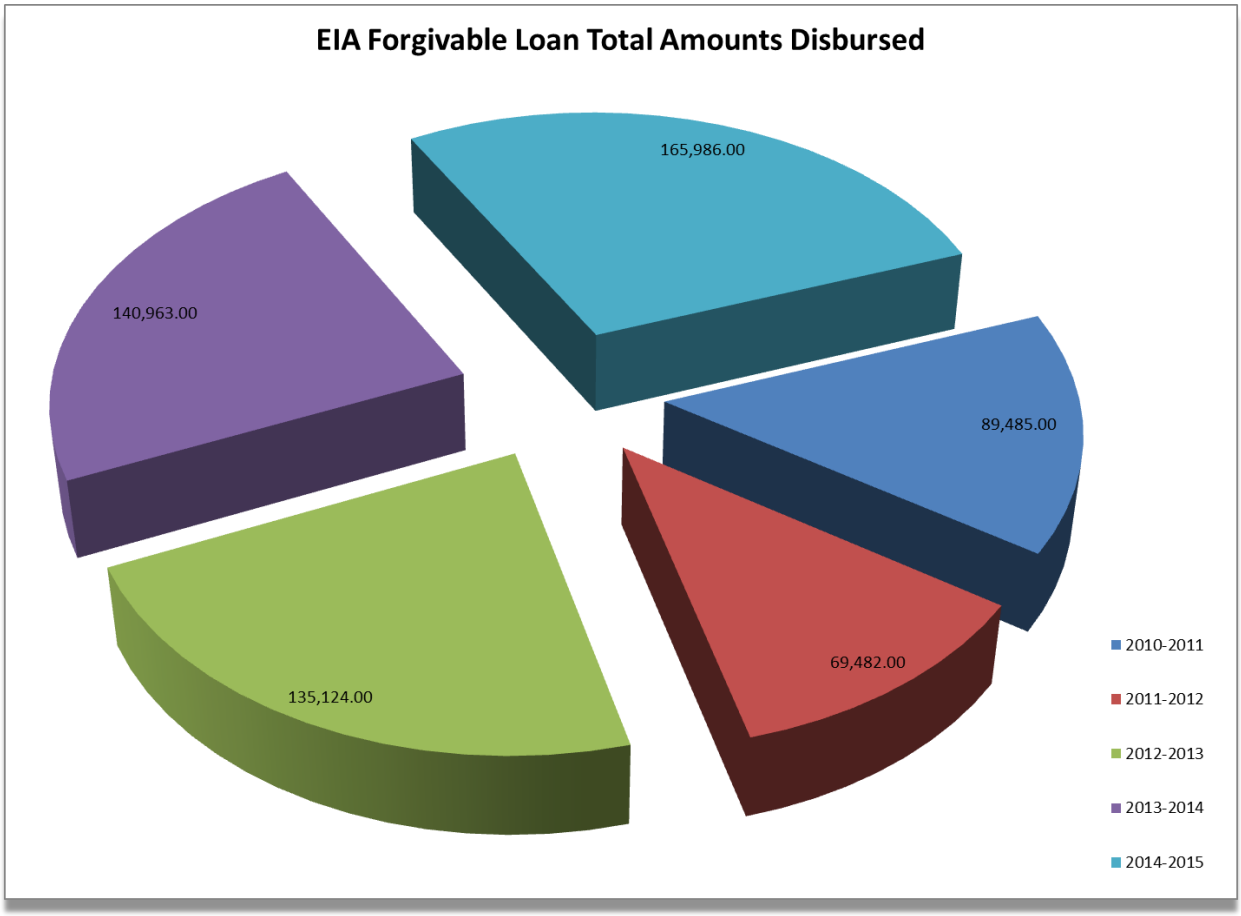
Funding Source	**FY 2012-2013 Actual**	**FY 2013-2014 Actual**	**FY 2014-2015 Actual**	**Current 2015-2016 Estimated**
EIA	$339,482.00	$339,482.00	$339,482.00	$339,482.00
General Fund	-0-	-0-	-0-	-0-
Lottery	-0-	-0-	-0-	-0-
Fees	-0-	-0-	-0-	-0-
Other Sources	-0-	-0-	-0-	-0-
Grant	-0-	-0-	-0-	-0-
Contributions, Foundation	-0-	-0-	-0-	-0-
Other (Specify)	-0-	-0-	-0-	-0-
Carry Forward from Prior Yr.	-0-	-0-	-0-	-0-
TOTAL	$339,482.00	$339,482.00	$339,482.00	$339,482.00
Expenditures	**FY 2012-2013 Actual**	**FY 2013-2014 Actual**	**FY 2014-2015 Actual**	**Current 2015-2016 Estimated**
Personnel Service	$146,388.57	$146,388.57	119,053.04	-0-
Contractual Services	1,101.00	740.00	402.49	-0-
Supplies and Materials	2,379.00	1,150.72	3,037.63	-0-
Fixed Charges	1,150.00	1,250.00	261.50	-0-
Travel	2,175.00	3,545.00	8,612.34	-0-
Equipment	1,200.72	-0-	-0-	-0-
Employer Contributions	31,344.71	31,344.71	25,289.00	-0-
Allocations to Districts/Schools/ Agencies/Entities	-0-	-0-	-0-	-0-
Other: Forgivable Loans	153,743.00	155,063.00	182,826.00	-0-
Balance Remaining	-0-	-0-	-0-	-0-
TOTAL	$339,482.00	$339.482.00	$339,482.00	$339,482.00
TOTAL Collections/Revenue Carried Forward	$136,176.66	$170,771.68	$193,247.14	$193,247.14
TOTAL (Appropriations Received/Collections Revenue/Carried Forward)	$475,658.66	$510,253.68	$532,749.14	$532,749.14
Expenditures	**FY 2012-2013 Actual**	**FY 2013-2014 Actual**	**FY 2014-2015 Actual**	**Current 2015-2016 Estimated**
Personnel Service	Program Manager (1)	Program Manager (1)	Program Manager (1)	Program Manager(1)
	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter (1)	Program Recruiter Position deleted by SC State Administration
	Secretary (1)	Secretary (1)	Secretary(-0-)	Secretary(-0-)
	Adjunct Instructors(8)	Adjunct Instructors(8)	Adjunct Instructors(9))	Adjunct Instructors (15)

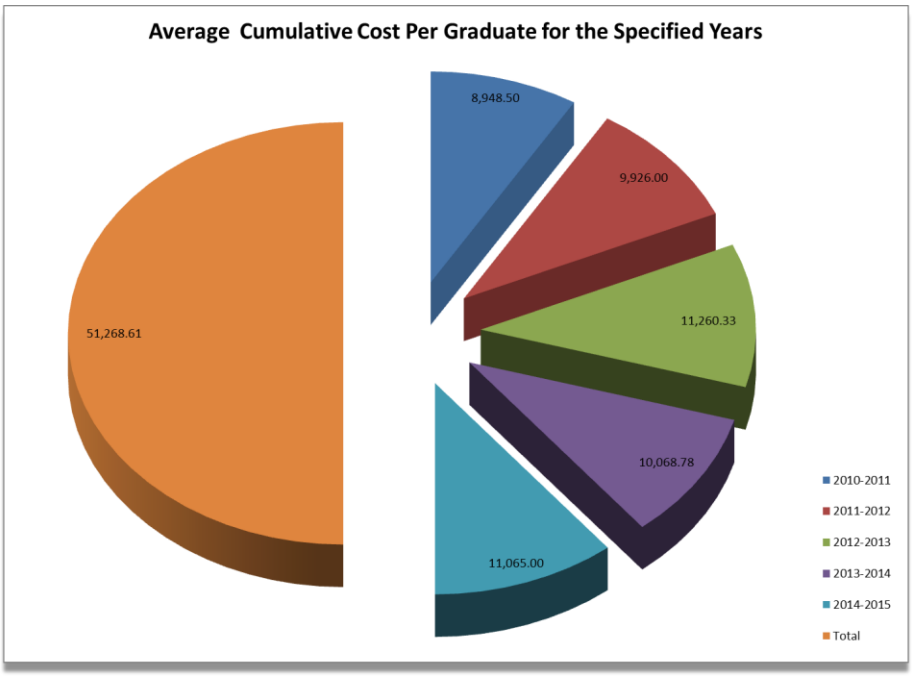
Collections Revenue used if needed for additional Forgivable Loans.

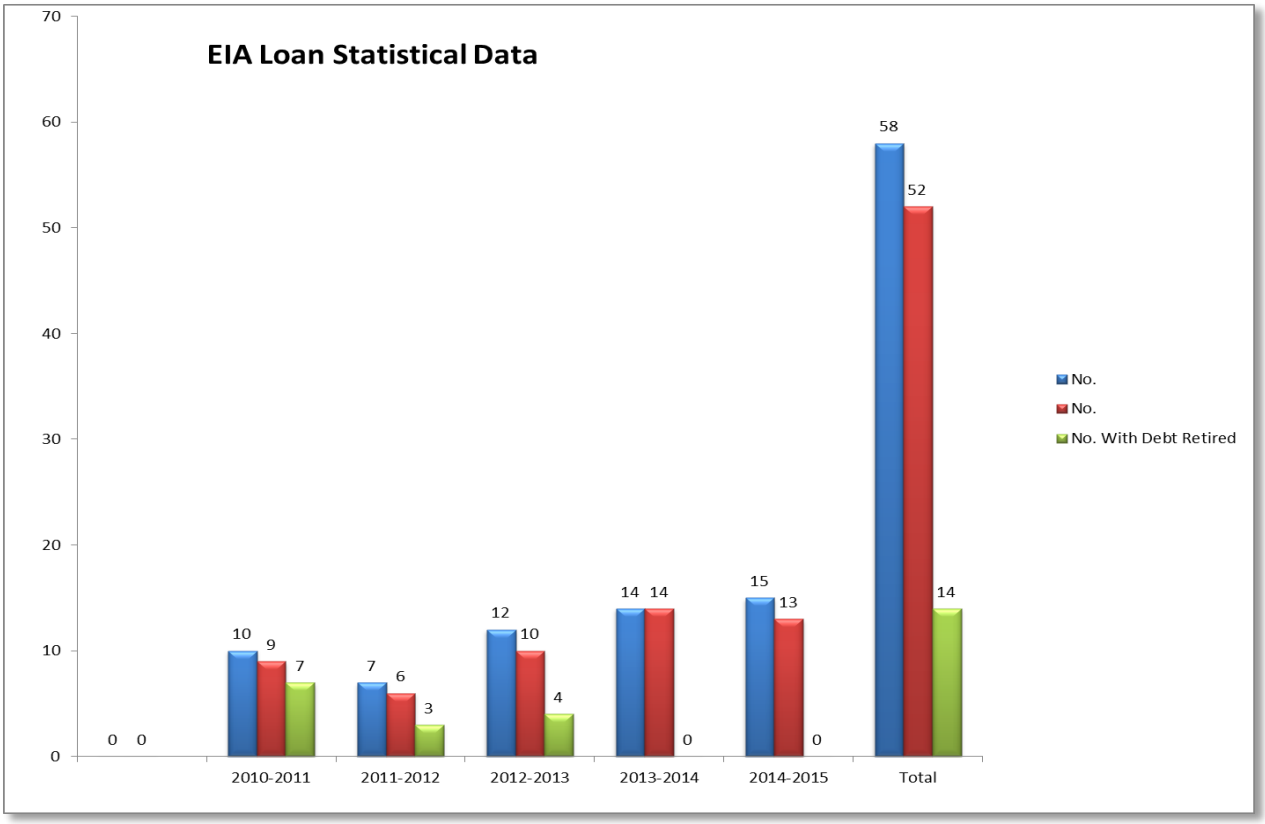
EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2010-2011, FY 2011-2012, FY 2012-2013, FY 2013-2014, and FY 2014-2015.

	No. Graduates	No. Teachers SC	Total Amount Disbursed	No. With Debt Retired	Average Cumulative Cost Per Graduate for the Specified Years
2010-2011	10	9	89,485.00	7	8,948.50
2011-2012	7	6	69,482.00	3	9,926.00
2012-2013	12	10	135,124.00	4	11,260.33
2013-2014	14	14	140,963.00	0	10,068.78
2014-2015	15	14	165,986.00	0	11,065.00
Total	**58**	**53**			




Average Cumulative Cost Per Graduate for the Specified Years
8,948.50
9,926.00
11,260.33
10,068.78
11,065.00
51,268.61
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
Total


EIA Loan Statistical Data
70
60
50
40
30
20
10
0
0 0
10 9 7
7 6 3
12 10 4
14 14 0
15 13 0
58 52 14
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015
Total
No.
No.
No. With Debt Retired

Total number of participants per year by gender and race/ethnicity.

Distribution of Participants

Years	BF	WF	Asian/ His.F	BM	WM	Asian/ His.M.	Number of Participants
2010-2011	17	7	2	2	0	0	28
2011-2012	18	4	1	3	1	0	27
2012-2013	20	3	1	2	1	0	27
2013-2014	40	1	1	9	1	0	52
2014-2015	52	3	1	14	0	0	70

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

- forgivable loan awards for students
- classes for the Praxis exam. Students must pass all parts of the Praxis Core examination to enter the Teacher Education program
- refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students
- longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program
- all program materials, supplies, and equipment
- part-time personnel/instructors
- program marketing and recruitment
- normal operating costs

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Staff can no longer attend or participate in professional development and educational conferences and seminars.

SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET
Budget for FY 2012-2013, 2013-2014, FY 2014-2015, 2015-2016 and Proposed FY 2016-2017

	FY 2012-2013 Actual	FY 2013-2014 Actual	FY 2014-2015 Actual	FY 2015-2016 ESTIMATED	Proposed Budget 2016-2017
Revenue					
Amount in Collections	$136,176.66	$170,771.68	$193,247.14	$193.247.14	$193.247.14
Carried Forward Funds	-0-	-0-	-0-	-0-	-0-
Total Collections/Carried Forward	$136,176.66	$170,771.68	$193.247.14	$193.247.14	$193.247.14
Expenditures					
+Personnel Services					
1. Salaries	146,388.57	146,388.57	119,053.04	-0-	-0-
2. Fringes	31,344.71	31,344.71	25,289.00	-0-	-0-
OTHER EXPENDITURES					
Office Support	1,082.33	1150.72	2,598.55	-0-	-0-
Postage	460.00	400.00	239.00	-0-	-0-
Equipment & Maintenance	3,451.39	750.00	261.50	-0-	-0-
Telephone (WATS LINE)	837.00	400.00	200.08	-0-	-0-
Printing *Newsletter/Annual Reports and other documents*	-0-	440.00	-0-	-0-	-0-
Forgivable Loans	153,743.00	155,063.00	182,826.00	$339,482.00	$339,482.00
Promotional Service *TV Ad, Website, Promotional/ Recruitment Materials*	-0-	-0-	402.49	-0-	-0-
Intervention/Workshops for Pre-Service Teachers	-0-	-0-	-0-	-0-	-0-
Travel *Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions*	2,175.00	3,545.00	8,612.34	-0-	-0-
TOTAL OTHER EXPENDITURES	$161,748.72	$161,748.72	$195,139.79	$339,482.00	$339,482.00
TOTAL PROJECT EXPENDITURES	$339,482.00	$339,482.00	$339,482.00	-0-	-0-
TOTAL PROJECT APPROPRIATIONS	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**
APPROPRIATIONS REQUESTED	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**	**$339,482.00**
APPROPRIATIONS CUTS	-0-	-0-	-0-	-0-	
APPROPRIATIONS RECEIVED	$339,482.00	$339,482.00	$339,482.00	$339,482.00	$339,482.00
Total Collections Revenue/Carried Forward	$136,176.66	$170,771.68	$193,247.14	$193,247.14	$193,247.14
Total (Appropriations Received / Collections Revenue/Carried Forward)	$475,658.66	$510,253.68	$532,749.14	$532,749.14	$532,749.14
Collections Revenue used if needed for additional Forgivable Loans.					
+Personnel Services	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors(8)	Program Manager (1) Program Recruiter (1) Secretary (1) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (1) Secretary(-0-) Adjunct Instructors (8)	Program Manager (1) Program Recruiter (-0-) Secretary(-0-) Adjunct Instructors (9)	Program Manager (1) Adjunct Instructors (15)

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

PRRMT

Expansion Plan of Action

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

August 2015

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

To continue to address the state's teacher shortage, as part of its overall expansion initiatives PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Although these areas are critical geographic areas of the state, programs offered at these sites will include at least three state-declared critical need subject areas. Enrollees (non-traditional students) meeting entry and award requirements will be given a forgivable loan award to assist with expenses while obtaining a baccalaureate degree in teacher education. Awards are used to help cover tuition, fees, and educational materials.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 43 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

To aid in this expansion, PRRMT will continue to market and promote the teaching profession and its benefits to South Carolina school districts and personnel by developing promotional materials to increase statewide awareness, and to establish partnerships with the major targeted areas. Current budget allocations limit the number of Satellite Teacher Education Program sites PRRMT can establish and maintain, as well as the number of students the program can award assistance. **To expand to additional sites for AY 2015-2016 and subsequent years, the program will need additional funding.**

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A Purpose Number 1
To increase the pool of teachers in the State.

B. Specific Objective Number 1
To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

C. Performance Evaluation Measure: Increased enrollment resulting in an increase in the number of graduates.

Ongoing (Fall 2013 – Spring 2018)

1.1 Recruitment and expansion activities remain ongoing (Fall 2013 – Spring 2018).
For AY 2014-2015 the program had established sites and offered classes to students in Berkeley, Columbia Berkeley, (Richland County), Fairfield, Florence, Horry, Georgetown, and Williamsburg counties. For 2015-2016 classes will continue in these areas. Interest meetings will be scheduled in Chesterfield, Marion, Marlboro, and Horry counties. Administrators asked that the meetings be postponed until the upcoming academic year.

In order to expand into different areas of the state, PRRMT's original plan listed several areas/counties in which the program plans to establish off-campus sites. To clarify the locations and the number of sites, the counties have been collapsed into regions. In keeping with the overall expansion initiative, by spring 2018 the goal is to establish sites in each region. Below is a breakdown of the regions:

Region 1 – Columbia (Richland County), Fairfield, Lexington, Newberry

Region 2 – Berkeley, Charleston, Dorchester

Region 3 – Chesterfield, Dillon, Florence, Marion, Marlboro

Region 4 – Georgetown, Horry, Williamsburg

Region 5 – Abbeville, Aiken, Barnwell, Edgefield, Laurens, McCormick, Saluda

Region 6 – Allendale, Bamberg, Calhoun, Orangeburg

Region 7 – Beaufort, Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

Region 10 – Anderson, Cherokee, Greenville, Oconee, Pickens, Spartanburg

a. Contact district personnel and set up initial visit
b. Provide marketing materials to district to determine interest
c. Meet with instructional assistants (teacher aides)
d. Disseminate and assist in the completion of necessary admissions and financial aid documents
e. Follow-up with applicants and district personnel – to include telephone calls, mailings, etc.
f. Emphasis will be placed on enrolling participants in state-declared critical need subject areas
g. Analyze applicants transcripts to determine eligibility
h. Process students for enrollment

1.2 Maintain current sites and establish additional sites.
Selected sites and areas will be charged with assisting to locate qualified instructors in the area.

a. Coordinate with district personnel to determine infrastructure currently in place
b. Review participants transcripts to determine courses needed
c. Prepare a schedule of classes
d. Contract instructors
e. Implement instruction by virtual delivery
    1). Online classes
    2). Video Conferencing
    3). Combine sites for classes
f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support.

g. Facilities Usage Fee
h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

Six online/hybrid classes were offered for 2014 – 2015.
There are four instructors per site, per semester.
Four online classes are being offered fall 2015.

1.3 Award Forgivable Loan.
Determine if student meets the requirements for a forgivable loan award.
So that funds may reach more participants, awards will be based on need.
The served population is non-traditional students and many do not qualify for other types of financial aid.
Budget reductions also limit the number of students the program can award assistance.

1.4 Increase the number of program graduates.
The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing is expected to increase student enrollment.
Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.
Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.

With full implementation of the expansion PRRMT expects to at least double the number of graduates to approximately 22 – 24 for the 2017-2018 academic year.

1.5 Monitor student progress by visiting established sites.
Maintain copies of participant transcripts, and state required examination scores.
Schedule intervention workshops.
Coordinate with districts to offer workshops and enhancement seminars.

Enrollment Projections
Table 2

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Satellite Teacher Education Program Sites

	Total Number of Enrollees for all PRRMT Sites (Provided funding is available)	Actual Number of Enrollees for PRRMT	Enrollees per Site
2013 - 2014	40	52 Increase of 79% from 2012-2013	Berkeley - 9 Richland One -11 SC State Campus - 32 Non-traditional students, technical college transfers, and career path changers from various counties attend classes at the sites and on SC State's campus.
2014 – 2015	70	70	Berkeley - 12 Florence/Georgetown/Williamsburg - 9 Richland One - 19 SC State Campus - 30
2015 - 2016	80		
2016 - 2017	100		
2017 - 2018	120		

Table 3
Projected Graduation Rates

	Total Number of Graduates for all PRRMT Sites	Actual Number of Graduates for PRRMT
2013 – 2014	12 – 14	14
2014 – 2015	15 – 17	15
2015 – 2016	18 – 20	
2016 – 2017	20 – 22	
2017 – 2018	22 – 24	

Table 4
Classification of Participants
as of May 2015 – AY 2014-2015

Graduates	15
Seniors	8
Juniors	10
Sophomores	10
Freshmen	14
MAT	13

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A. Purpose Number 2

To increase the pool of teachers in the State.

B. Specific Objective Number 2

To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

C. Performance Evaluation Measure:

Recruitment and Retention data, as well as graduation data will demonstrate progress toward increasing the state's pool of teachers from the targeted population. Files on participants and workshops will be maintained, as well as printed copies of marketing materials and annual reports. **Quantitative** measures include: a) Praxis (Content Area) scores, b) PLT (Principles of Learning and Teaching) scores, c) Graduation rates, d) Employment Placement rates, and e) Retention rates. **Qualitative** measures include: a) Demographic data on program participants (e.g. gender, race/ethnicity) b) Program participants' Academic Data (e.g. grade point averages /honors), and c) Employer/employee feedback through surveys.

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION

MILESTONES	TIME FRAME
2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.	Ongoing
2.2 Continue to implement the Department of Education's Recruitment plan. This will generate increases in the number of non-traditional applicants. Increased applicants will yield increases in the number of graduates.	Ongoing
2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.	July 1- April 30 for upcoming AY
2.4 Collaborate with South Carolina State's Office of Admissions and Recruitment and SCSU's Transfer Coordinator to identify students interested in pursuing a degree in teacher education.	July 1 – April 30 for upcoming AY
2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.	July 1 – April 30 for upcoming AY
2.6 Develop a schedule of classes to be offered at established sites.	May 30 for upcoming AY
2.7 Coordinate with school district personnel to determine infrastructure for identified sites.	June 1 for upcoming AY
2.8 Provide incentives for education by administering a forgivable loan program.	August 15 – June 30 annually

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

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A **Purpose Number 3**
To increase the pool of teachers in the State.

B. Specific Objective Number 3
To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiates that focus upon teacher recruitment and issues in educating minorities.

C. Performance Evaluation Measure: Published newsletter, Conference printed programs, correspondence.

MILESTONES	TIME FRAME
3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.	Ongoing
3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association.	January/spring each annual year providing funds are available
3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants. Summer classes will be held on SCSU's campus.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

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3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

South Carolina State University
South Carolina Department of Education

Recruitment Plan 2011-2016

South Carolina Department of Education
Recruitment Plan 2011-2016
Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 1: **Department of Education Faculty Members will attend ED-OP Recruitment College Sessions to help with recruitment of Students. The schedule and information for ED-OP can be found here:** http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm. **Each committee member would choose a recruitment area/date which the SCSU admissions/recruitment office as designated to go as a representative of SCSU's Department of Teacher Education.**		
Action Step 1: DOE faculty members will attend an ED-OP Recruitment College Session in the Fall Semester of each academic year. **COST ANALYSIS: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit** 1. Devise a process where faculty can receive the schedule for ED-OP recruitment days. *(Responsible Persons: Recruitment Committee)* 2. Have faculty members sign up for their preferred recruitment visit day . 3. Faculty members complete their recruitment visits and report back to next immediate faculty meeting what they have gained information-wise.		

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

4. Obtain list of contact students at end of ED-OP visits. 5. Divide up contact information by program. 6. Have program faculty contact/correspond with prospects *(Responsible Persons: Program Coordinators)*		

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 2: **The Department of Education will increase the number of Education majors by 20% by the 2015-2016 using the Pre-Education Clubs (BETA Clubs) as a recruitment focus within the middle schools along with focusing on Pro-Team programs in selected schools.**		
Action Step 1: Using the BETA Clubs, National Honor Society, and Pro-Teams to give monthly co-presentations with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars. **COST ANALYSIS—At least $1,500: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit, Copies of Brochures ($500.00), LCD Projectors and Laptops ($1,000 if DOE equipment must be replaced).** 1. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to give collaborative presentations to these pre-education clubs in an effective manner about majoring in an education discipline in matriculating to SC State. 2. The DOE Recruitment Committee and the scholars program advisors will create a plan and schedule for meeting with each of the organizations. The length and time would be established by contacting the middle school	Action Step 2: Using the BETA Clubs, National Honor Society, and Pro-Teams to give once a semester professional development with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars. **COST ANALYSIS: ($3,000 at minimum) to include food for students, presentation supplies, meeting space, and possible payment for staffers to work overtime.** 1. The DOE Recruitment Committee will work with district principals/super to establish a date on which the PD day will take place and how long. 2. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to gain information from teachers	Action Step 3: Using the BETA Clubs, National Honor Society, and Pro-Teams to survey student interest on why they would choose education as a career thus applying that data to future advertizing efforts **COST ANALYSIS: ($100 at minimum) for travel to schools if necessary.** 1. DOE Recruitment Committee works with principal to survey students in Spring Semester via computers on scheduled days. 2. DOE Committee works with Research Committee to create a survey focusing on gathering information on why students would like/would not like to be teachers. 3. DOE Committee presents survey to faculty who vet it. Survey is revised in conjunction with Research Committee until approved by faculty. 4. Survey administered online (e.g. SureyMokey.com) with special sessions set up in coordination with school principals so that students can complete

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

organization's advisor (through the school's principal). 3. In the first faculty meeting for the school year, faculty members would sign up for the date that they wish to volunteer to do the presentation. That date would correspond with a particular middle school student group and an assigned Fellow, M.I.S.T.E.R., or Cadet. A count will also be made of the number of education students who are "declared education majors" for comparison when these same tallies are made in 2015. 4. Faculty members will complete their assigned presentation dates for 2011-2012.	about what education topics will engage children 3. The DOE Recruitment Committee and the scholars program advisors will create a professional development day incorporating as many faculty as possible (through the school's principal). 4. In the first faculty meeting for the school year, faculty would be presented with the planned day and prospectively assigned parts. Modifications will be made within the first month until finalized. (Early Fall 2012). 5. DOE Recruitment Committee will coordinate space, supplies, advertisement, and announcements at schools. (Early Fall) 6. PD will be conducted with survey data collected. (October 2012 Tentative) 7. DOE Recruitment Committee will analyze results of data to plan for a more effective PD day the next year. (Mid Fall)	survey at their school's cpu labs if necessary. 5. Results are collected and analyzed. Ideas are drawn up on how to use the data to advertize to students as they progress from middle school to high school to graduation.

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

	8.	
Strategy 3: **The Department of Education will hold a reception for the undecided majors and make an effort to convince 15% of the attendees to declare Education as a major.**		
Action Step 1: Holding a reception for the undecided majors and make an effort to convince attendees to declare education as a major by holding a session with medium/light refreshments. **COST ANALYSIS: ($500.00) for refreshments, equipment.** 1. Get the list of Undecided Majors to be used to dictate how to execute the reception efficiently. 2. Meeting with recruitment committee to decide (based on the number and demographics of the undecided students) on a time, the place (possibly the State Room), menu, advertizing plan, and available budget for the reception. Designate committee members to take care of planning components. 3. At the event hand out TE brochures, program studies; have faculty members speak briefly on each area; answer questions; have	Action Step 2: Creating a resource room/educational library in CARE CENTER where students can explore the education field, resources, and career choices **COST ANALYSIS: ($1,000 depending on types of resources)** 1. IF FUNDS AVAILABLE, DOE Recruitment Committee works with CARE Center Staff to assess what new resources and realistically be included in CARE Center and a budget. 2. DOE Recruitment Committee will receive ideas from faculty on possible resources that could aid undecided students in choosing education or at least exploring the possibility.	Action Step 3: Updating the DOE website to include links to many different education related websites and testimonials on students who were once un-decided majors **COST ANALYSIS: None(?)** 1. DOE Recruitment Committee brainstorms with faculty on possible additions to website (faculty contact info, testimonials, links, sample syllabi for classes, electronic PDF Program of Study Sheets). 2. DOE Recruitment Committee creates a plan on how to upgrade website and presents to faculty. 3. Committee works with SCSU webmaster to update system as requested. 4. Website is upgraded and launched.

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

students to sign a contact form; have change of major forms for students to complete on site. 4. After session, tally number of change of major forms completed and compare to total attendees to see if 15% of them have declared as education majors; follow-up with other students for the rest of the CURRENT semester.	3. DOE Recruitment Committee presents ideas to CARE Center which helps to identify what the center can handle space-wise. 4. DOE Recruitment Committee Presents final plan to faculty at last faculty meeting of semester. Faculty vets and approves plan with necessary changes. 5. DOE Committee gives info to Chair to order materials. 6. Resources are integrated into CARE Center. 7. Resources are made available to students.	

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 4: Expand the number of non-traditional enrollees by 25%.		
Action Step 1: SC-PRRMT makes contact with and visits school districts. **COST ANALYSIS—At least $1,500: Standard Rate For Mileage Traveling to school districts, copies of all marketing materials ($500.00).** 1. Make Presentation 2. Distribute marketing materials on the SC-PRRMT 3. Distribute information from Admissions Office 4. Distribute Financial aid information or Financial Aid Counselor will attend the visit to assist with Financial Aid information 5. Process SC-PRRMT Personal Data Recruitment Forms	Action Step 2: Forward student's completed SC State Application and other required documents to Admissions Office for processing and evaluation.	Action Step 3: Obtain Official Letter of Acceptance from Office of Admissions
Action Step 4: Obtain student's G.PA., and if it meets the required minimum or above, and the student meets the specified standards for a program forgivable loan scholarship, forward the student an EIA Forgivable Loan Application Form..	Action Step 5: Forward letter of inquiry and financial aid disclosure form to the Financial Aid Office regarding the student's financial status.	Action Step 6: Process student for enrollment and determine EIA Forgivable Loan Award.

South Carolina Department of Education
Recruitment Plan 2011-2016
Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Action Step 7: Schedule of Classes Prepared by Program Manager and Program Recruiter.		

For additional information, write or call

The South Carolina Program for the Recruitment and Retention of Minority Teachers
Post Office Box 7793
South Carolina State University
Orangeburg, South Carolina 29117-0001
(803) 536-8818
Fax: (803) 533-3611
rathomas@scsu.edu

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	SC Teachers Loan Program	**Address**	SC Student Loan Corporation PO Box 102405 Columbia, SC 29224

2015-16 EIA Appropriation	$5,089,881	**2014-15 EIA Appropriation (if program funded last year)**	$5,089,881

Program Contact	Anne Harvin Gavin	**Organization**	SC Student Loan Corporation
Contact Title	Sr. VP, Administrative Services & Loan Originations	**Address**	PO Box 102405 Columbia, SC 29224
Contact Phone	803-612-5075	**Contact E-Mail**	tlp@scstudentloan.org

Description of Program:
The SC Teachers Loan Program was established by the State of South Carolina to encourage talented and qualified students to enter the teacher profession and teach in the state in areas of critical geographic and/or subject area need.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws:

Title 59, Section 26-20 (j) establishes the SC Teachers Loan Program

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

Part 1B – Temporary Provisions, Section 1A.7

Regulation(s):

SC Code of Regulations: Chapter 62, Article II

B. Other Governing Guidelines

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

X Yes _____ No

If yes, please describe:

Program Description

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

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

3. Goals

What are the primary goals of the program?

	Goals
1	The primary goal of the SC Teachers Loan Program is to encourage talented and
2	qualified students to enter the teacher profession and teach in the state in areas of
3	Critical geographic and/or subject area need.
4	
5	

4. Strategies

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not
1	Inform financial aid offices of colleges & universities	Completed
2	throughout the state of the availability of the SC TLP funds	
3	as well as the potential for cancellation of the loan if the student	
4	borrower serves as a teacher in an eligible area. Promotion	
5	of the program includes visibility of program on SCSL website,	
6	distribution of printed materials upon request to schools, and	
7	emails and letters to borrowers with pertinent information for	
8	re-applying for future funds.	

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

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Please see attached metrics regarding the SC TLP.	Completed
2		
3		
4		
5		
6		
7		
8		

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

6. Outcomes

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

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

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

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

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1		
2		
3		
4		
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

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

B. Implementation

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

C. External Evaluation

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

X Yes _____ No

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

July 2015 – A financial and compliance audit of the South Carolina Student Loan Corporation, which includes the SC Teachers Loan Program, is conducted annually by an external audit firm.

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

www.scstudentloan.org/investor/financialcomplianceandservicingperformancereports.aspx

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

The nature of the SC Teachers Loan Program is such that roughly half of the total appropriations is disbursed to the borrowers' schools in the August-September time frame and the other half is disbursed in the December-January time frame.

If notification regarding a 5-10% budget cut was received before December 1st, the second semester disbursement could be reduced pro-rata to all borrowers to accommodate the reduction in the appropriated amount, ensuring all borrowers would receive some funding rather than no funding for spring semester. However, these students rely upon these funds to pay for their second semester tuition and would be forced to find alternative sources which would place a hardship on them.

If notification of a budget cut was received after December 1st, then a pro-rata reduction in loan funds could not be ensured. The Program would have to either cut the funding of those borrowers whose disbursements were scheduled later in the academic year by a greater amount than those borrowers who had already received their second semester disbursement or to request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

If no additional EIA revenues were appropriated to this program in the 2015-16 fiscal year, SC Student Loan Corporation would administer the SC Teachers Loan Program within the appropriated amount, with a first-come, first-served basis for awarding the loan funds until the appropriated funds were exhausted.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	5,089,881	5,089,881
General Funds	0	0
Lottery Revenues	0	0
Fees	0	0
Other	0	0
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	0	0
TOTAL:	5,089,881	5,089,881

Expenditures	2014-15 Actual	2015-16 Estimated
Personnel Service	233,950	235,600
Contractual Services	28,755	30,610
Supplies & Materials	32,640	31,250
Fixed Charges	17,000	16,490
Travel	0	0
Equipment	4,800	5,500
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	4,772,736	4,770,431
Other: Transfers	0	0
Balance Remaining		
TOTAL:	5,089,881	5,089,881
# FTES:	0	0

11. Future EIA Funding Requests

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

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$_____

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

2014-15 Teachers Loans by Grade Level

Teacher Loans

	Number	Amount
Freshman	187	$444,985.00
Sophmore	134	$329,500.00
Junior	256	$1,177,549.00
Senior	373	$1,717,494.60
5th Year Undergrade	17	$77,500.00
1st Year Graduate	117	$545,634.00
2nd Year Graduate	31	$144,100.00
3rd Year Graduate	3	$11,250.00
4th Year Graduate	0	-
Total	**1118**	**4,448,012.60**

2014-15 Teachers Loans by Critical Area

Teachers Loans	Number	Amount
Agriculture	2	$7,500
All Middle School Levels	126	$506,618
Art	2	$10,000
English	62	$258,514
French	4	$12,500
German	1	$5,000
Home Economics	1	$2,500
Industrial Technology	1	$5,000
Latin	1	$5,000
Math	76	$304,250
Media Specialist	31	$138,750
Music/Choir	34	$113,915
Science	30	$127,182
Spanish	8	$32,195
Special Education	158	$630,662.60
Speech Language Therapist	5	$19,500
Theater/Speech & Drama	7	$24,700
Geographic Areas Only	569	$2,244,226
Total	**1118**	**$4,448,012.60**

Coversheet			
EIA-Funded Program Name	S^{2}TEM Centers SC	**Address**	100 Technology Dr. Anderson, SC 29625

2015-16 EIA Appropriation	**$1,750,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$1,750,000**

Program Contact	Dr. Thomas T. Peters	**Organization**	SC Coalition for Mathematics & Science
Contact Title	Executive Director	**Address**	Same as above
Contact Phone	864-650-7050	**Contact E-Mail**	tpeters@clemson.edu

Description of Program: S^{2}TEM Centers SC is a statewide system of STEM education support for teachers, schools and communities. First established as the SC Statewide Systemic Initiative by the SC General Assembly in 1993, S^{2}TEM Centers SC has grown its expertise in designing and implementing programs that build teachers' science, technology, engineering and mathematics (STEM) knowledge, instructional skills and leadership characteristics. We also engage business/industry and community partners in school and community based STEM education programs.

S^{2}TEM Centers SC actions address and impact the South Carolina Council on Competitiveness/Transform SC Profile of the South Carolina Graduate by developing STEM knowledge, skills and life/career characteristics of educators such that they may more effectively serve as models and mentors to students.

Included in the World-Class Knowledge component of the Profile are science, technology, engineering and mathematics. This is our content expertise. We inform and support educators and others through direct and virtual interactions.

World-Class Skills including creativity, innovation and communication have been the underlying principles of all our professional learning initiatives and especially in our *Inquiring Minds – Reading to Learn and Innovate in Math & Science (IQ-MS)* research in disciplinary literacy.

Life and Career Characteristics, including interpersonal skills, perseverance and global perspective, are those widely associated with persons identified as leaders. We engage educators in leadership development through initiatives such as *STEM Leadership for Inclusion (iSTEM)*.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws: Sections 59-18-300 and Sections 59-18-310 of the South Carolina Code of Laws relate to academic standards and assessments in science and mathematics. In addition Section 59-18-110 includes professional development as a key component of the EAA.

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): (SDE-EIA: XII.F.2. **STEM Centers SC**) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

Regulation(s): Not applicable.

B. Other Governing Guidelines

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

_____ Yes X No

If yes, please describe: Please note that a Board of Advisors representing STEM-interested organizations from across the state offers SCCMS guidance but not governance.

Program Description

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

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

3. Goals

What are the primary goals of the program?

Goals	
1	Align STEM Resources
2	Inform Learners, Leaders and Community
3	Support Teachers and Schools
4	Innovate with STEM Programs
5	Research STEM Teaching and Learning

4. Strategies

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

Fiscal Year 2014-15		
	Align Strategy	**Progress** (completed, in progress, not begun)
1	Statewide STEM Coalition	Ongoing
2	Regional STEM Collaboratives (Upstate & Lowcountry)	Ongoing
3		

Fiscal Year 2014-15		
	Inform Strategy	**Progress** (completed, in progress, not begun)
1	STEMLinx Asset Map	Ongoing
2	SC Summit on STEM Education	Ongoing
3	Social media (Facebook, Twitter, Blog)	Ongoing
4	Web sites	Ongoing
5	Newsletter	Ongoing
6	Presentations at Professional Conferences & Meetings	Ongoing
7	Community STEM Learning Experiences	Ongoing

Fiscal Year 2014-15		
	Support Strategy	**Progress** (completed, in progress, not begun)
1	Training & Support Services	Ongoing
2	Science on the Move	Ongoing
3		

Fiscal Year 2014-15		
	Innovate Strategy	**Progress** (completed, in progress, not begun)
1	iSTEM	Ongoing
2	Cognitive Coaching Training	Ongoing
3	STEM School Support Pilot (3SP)	Ongoing
4		

Fiscal Year 2014-15		
	Research Strategy	**Progress** (completed, in progress, not begun)
1	Inquiring Minds – Reading to Learn in Math & Science	Completed

NOTE: Strategies marked as "Ongoing" in Progress are those that continue into 2015-16. Only our Inquiring IQ-MS Minds research project has reached closure although S^{2}TEM Centers SC continues to apply the results of that research as Innovation efforts to be identified as IQ-MS Next and integrating Disciplinary Experiences Around Literacy (iDEAL) in 2015-16.

5. Indicators

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

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

Fiscal Year 2014-15		
Align Indicators		**Progress** (completed, in progress, not begun)
1	Organizations in Statewide STEM Coalition - 18	Completed
2	Organizations in Lowcountry STEM Collaborative - 36	Completed
3	Organizations in Upstate STEM Collaborative - 22	Completed

NOTE: See attached *2015 EOC Alignment Data*

Fiscal Year 2014-15		
Inform Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 1,749	Completed
2	Approximate Total Reach (virtual) – 155,310	Completed
3	Participant contact hours – 5,583	Completed
4	Content downloads – 3,064	Completed
5	Newsletters - 12	Completed
6	Community STEM Learning (in person) – 23,829	Completed

Fiscal Year 2014-15		
Support Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 6,203	Completed
2	Participant contact hours – 39,677	Completed

Fiscal Year 2014-15		
Innovate indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 163	Completed
2	Participant contact hours – 5,940	Completed

Fiscal Year 2014-15		
Research Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 414	Completed
2	Participant contact hours – 6,214	Completed

NOTE: In total, SCCMS through its S^{2}TEM Centers SC and Regional STEM Collaboratives, delivered not less than 57,414 contact hours of professional learning to at least 8,529 individuals and engaged another 23,829 individuals (mostly parents and children) in informal community learning events. See attached *2015 EOC Data Summary* and *2015 EOC Services Delivery Maps.*

Fiscal Year 2015-16		
Align Indicators		**Progress** (completed, in progress, not begun)
1	Organizations in Statewide STEM Coalition - 17	In Progress
2	Organizations in Lowcountry STEM Collaborative - 36	In Progress
3	Organizations in Upstate STEM Collaborative - 22	In Progress

Fiscal Year 2015-16		
Inform Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 315	In Progress
2	Approximate Total Reach (virtual) – 28,513	In Progress
3	Participant contact hours – 1,293	In Progress
4	Content downloads – 701	In Progress
5	Newsletters - 2	In Progress
6	Community STEM Learning (in person) – 0	In Progress

Fiscal Year 2015-16		
Support Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 30	In Progress
2	Participant contact hours – 162	In Progress

Fiscal Year 2015-16		
Innovate indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 107	In Progress
2	Participant contact hours – 350	In Progress

Fiscal Year 2015-16		
Research Indicators		**Progress** (completed, in progress, not begun)
1	Approximate Total Reach (in person) – 37	In Progress
2	Participant contact hours – 222	In Progress

NOTE: From July 1 through August 30, 2015, SCCMS through its S^{2}TEM Centers SC and Regional STEM Collaboratives, delivered not less than 2,027 contact hours of professional learning to at least 489 individuals. See attached *2015 EOC Data Summary* and *2015 EOC Services Delivery Maps.*

6. Outcomes

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

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

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

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	**Inform** to provide districts, schools, teachers and others with current information focused on STEM education and its relevance to economic and workforce development.	World-class Knowledge (STEM) and Skills focus. Additionally, Career focus for Community STEM Learning Experiences.
2	**Support** to train districts, schools, teachers and the community to improve what is taught and how it is taught in STEM content areas with a special emphasis on **South Carolina Academic Standards.**	World-class Knowledge (STEM) and Skills focus.
3	**Innovate** to engage school and community partners in specific strategies to improve what is taught and how it is taught in STEM content areas with a focus on **engineering practices**.	World-class Knowledge (STEM), Skills and Characteristics focus.
4	**Research** to engaging school and community partners in **disciplinary literacy** experiments to improve student learning in STEM content areas.	World-class Knowledge (STEM) and Skills focus.
5	**Align** to exchange information and planning dialog with all EIA-funded and other entities that provide professional development and science programming to teachers and students.	Creates an environment for coordinated efforts at improving Knowledge (STEM), Skills and Characteristics.

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

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	**Inform** to provide districts, schools, teachers and others with current information focused on STEM education and its relevance to economic and workforce development.	World-class Knowledge (STEM) and Skills focus. Additionally, Career focus for Community STEM Learning Experiences.
2	**Support** to train districts, schools, teachers and the community to improve what is taught and how it is taught in STEM content areas with a special emphasis on South Carolina Academic Standards.	World-class Knowledge (STEM) and Skills focus.
3	**Innovate** to engage school and community partners in specific strategies to improve what is taught and how it is taught in STEM content areas with a focus on **engineering practices**.	World-class Knowledge (STEM), Skills and Characteristics focus.
4	**Research** to engaging school and community partners in **Teacher Fellows** experiments to improve student learning in STEM content areas.	World-class Knowledge (STEM) and Skills focus.
5	**Align** to exchange information and planning dialog with all EIA-funded and other entities that provide professional development and science programming to teachers and students with a focus on **5 "grand challenges."**	Creates an environment for coordinated efforts at improving Knowledge (STEM), Skills and Characteristics.

7. Program Evaluation

A. Outcomes

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

See attached *Guidelines for Evaluating Our Work*
See attached *2015 EOC Data Summary* for numbers of participants, contact hours of services, and participant satisfaction data.
See attached *Summary Evaluation Report* for preliminary research findings.

B. Implementation

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

SCCMS maintains an on-line record of work database to which each S^{2}TEM Center, Regional STEM Collaborative, and affiliated program submits a comprehensive report on its deliverables as related to our primary goals (Align, Inform, Support, Innovate and Research).

Longitudinal data provided in Table 1 below suggest several programmatic trends:

1) We have significantly increased our virtual reach. This is by design as we have added several new features to our on-line presence including blogs, our virtual library of disciplinary literacy lessons, and a regular Twitter posting.
2) We have shifted some Innovation work, typically offered at no cost while we complete development, to Support work provided at a reduced fee.
3) We have settled on an initial way to document our Alignment efforts based on a year of experience managing Regional STEM Collaboratives by keeping a count of organizations that support, guide and/or are program partners with SCCMS and its STEM Collaboratives. See *2015 EOC Alignment Data*.
4) We have significantly increased participant contact hours (PCH). Some of the increase can be attributed to the addition of staff, some to becoming more efficient in the use of staff time, and some to becoming more diligent in entering data.
5) Our Regional STEM Collaboratives have extended our programmatic reach to a significant number of families and community members as intended in their formation.
6) Participant satisfaction with programs we offer has increased over time.

Table 1: Longitudinal Data

	2011/12	2012/13	2013/14	2014/15
Inform (F2F)	3152	3513	6857	1749
Inform (v)	14571	43808	47606	155310
Community	N/A	N/A	N/A	23,829
Support	1888	528	1456	6203
Innovate	0	368	544	163
Research	0	329	215	414
Align	N/A	N/A	N/A	74
PCH	27828	29727	29911	57414
Satisfaction	92.0	88.7	93.3	98.0
EIA Funding	$1,750,000	$1,750,000	$1,750,000	$1,750,000
Total Funding	$2,249,733	$2,650,323	$2,844,184	$2,988,828
FTE	28	21.8	24.7	26.6

C. External Evaluation

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

X Yes _____ No

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

An independent evaluation of our IQ-MS research program is completed each year. A preliminary evaluation, dated September 18, 2015 is attached. The report states that, "evidence from multiple sources indicates that IQ-MS is a highly effective program that is positively impacting teacher practice and student learning in middle school mathematics and science classrooms."

Recommendations have not yet been offered through this preliminary report.

If yes, please provide documentation of the evaluation (URL link, electronic version, or hard copy) to the EOC. See attached *IQ-MS Summary Evaluation Report* for preliminary research findings.

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

How would the program and/or organization absorb a mid-year reduction in EIA appropriations of five to ten percent in the current fiscal year, Fiscal Year 2015-16? Provide details about any potential changes to the goals, indicators, and priorities. Please be specific to address the impact to students, teachers or schools.

A 5% budget reduction represents approximately 1 FTE staff member. Projected fee generation from customized or contracted services, could temporarily offset a mid-year 5% or 10% reduction without eliminating staff. Changes to the goals, indicators, and priorities would be identified and initiated at the start of the 2016-2017 fiscal year. Were the reduction to remain in place, we would likely need to reduce our staff at that time.

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

A long term 5% to 10% budget reduction would require an immediate staff reduction, a corresponding reduction in services, and, most probably, an increase in fees to our school and district clients. Much of our Inform and Innovate work is delivered free or at reduced cost. Based on 2014-15 data, elimination of just our free informational sessions focused on standards and STEM learning strategies would impact nearly 800 educators representing 100 schools and 24 districts.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only. See page 12.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain. Not at this time.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

It would be of assistance to broaden our proviso to read: "*(SDE-EIA: XII.F.2. South Carolina's Coalition for Mathematics & Science through its* ***S^{2}TEM Centers SC*** *network will align statewide science, technology, engineering and mathematics (STEM) education efforts by exchanging information and promoting collaborative planning with all EIA-funded and other non-profit entities that provide professional development and STEM programming to families, teachers, and students."* This statement more accurately represents our mission and how we have carried it out over the past few years.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	1,750,000	1,750,000
General Funds (Clemson)	107,200	108,960
Lottery Revenues	0	0
Fees	430,107	450,000
Other (Grants)	345,941	425,000
Mid-Year Reduction	0	0
Transfer to the Program from Another Source	0	0
Matching Funds	0	0
Carry Forward from Prior Year	355,580	277,340
TOTAL:	2,988,828	3,011,300

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service (SCCMS-based Staff)	658,429	903,742
Contractual Services (Centers Staff/Operations)	1,866,238	1,778,876
Supplies & Materials	14,596	25,500
Fixed Charges (Rent)	15,200	15,500
Travel	17,999	20,000
Equipment	10,289	17,500
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Transfers	0	0
Balance Remaining	277,340	250,182
TOTAL:	2,582,751	2,761,118
# FTES:	26.6	27.6

11. Future EIA Funding Requests

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

_____ The same as appropriated in the current fiscal year's appropriation

X An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$ 975,000

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

$350,000 in support of a **STEM Teacher Fellows** initiative to elevate professional status, enhance conditions for learning, and retain early career, secondary level, STEM teachers. Our impact priority will be rural communities and school districts identified as plaintiffs in the Abbeville decision. Professional learning experiences will build the same world-class knowledge, skills and life/career characteristics identified as essential for South Carolina graduates such that these Teacher Fellows are able to serve students and teacher colleagues as models and mentors. Implementation of this program will require additional staff in the S^{2}TEM Centers SC Coastal Pee Dee region and reopening our Aiken office. SCCMS has also submitted a $250,000 STEM Teacher Fellows proposal, by invitation, to Boeing SC. Total funding will determine the size of our Fellows cadre. NOTE: This initiative will be externally evaluated.

$225,000 to develop and implement a **STEM School/STEM Teacher Certification** program in collaboration with the SC Department of Education and our STEM business/industry partners. We have already completed a meta-analysis of STEM schools literature and compiled this information in the form of innovation configuration maps. (See http://www.s2temsc.org/stem-innovation-configuration-ic-maps.html) These maps have been field-tested with South Carolina schools seeking to improve their STEM programs as part of our STEM Schools Support Pilot (3SP). NOTE: This initiative will be externally evaluated.

$225,000 as seed funding for our **Grand Challenges in STEM Education initiative**. We will identify five vexing problems in STEM education that hinder further gains in student learning, workforce development and informed citizenship. Ambitious goals will be set and measurable progress will be made within five years. This process began informally with our meta-analysis of state STEM plans in 2014 and begins formally at the 2015 SC Summit on STEM Education on October 5, 2015.

$175,000 for **infrastructure improvements** for SCCMS/S^{2}TEM Centers SC. These improvements include upgrading instructional technology, a staff a cost of living increase (last offered in 2011/12), and additional staff support for the Lowcountry and Upstate STEM Collaboratives.

SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

SCCMS

- ACHIEVEMENT BY DESIGN -

Clemson Engineering Technology Laboratory (CETL) · 100 Technology DR · Anderson, SC 29625

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Report to the Education Oversight Committee 2015 - Executive Summary

S^2TEM Centers SC, an initiative of South Carolina's Coalition for Mathematics and Science, is a statewide system of STEM education support for teachers, schools and communities. S^2TEM Centers SC actions address and impact the South Carolina Council on Competitiveness/Transform SC profile of the South Carolina graduate by developing STEM knowledge, skills and life/career characteristics of educators such that they may more effectively serve as models and mentors to students.

S^2TEM Centers SC acts in five goal areas to Align, Inform, Support, Innovate and Research in STEM education with major emphasis on improving teachers' instructional practices.

With funding support from the General Assembly since 2011, S^2TEM Centers SC has engaged a network of supporting partners from public and private sectors with similar goals to build workforce readiness across the state. Notable additions for 2014/15 include 4H, Comporium, and ScanSource.

S^2TEM Centers SC has more than doubled its delivery of services to teachers and schools (57,414 participant contact hours in 2014/15 vs. 27,828 in 2011/12) with 1.4 fewer staff members.

S^2TEM Centers SC has increased its virtual reach over threefold from 2013/14 by adding new features including blogs, a virtual library of disciplinary literacy lessons, and a regular Twitter posting. 2014/15 virtual reach was 153,310 contacts.

On behalf of S^2TEM Centers SC, SCCMS requests an additional $975,000 in annual support from the General Assembly beginning in the 2016/17 Fiscal Year.

$350,000 to support a *STEM Teacher Fellows* proposal focused on secondary schools in rural communities. (An additional $250,000 grant request is pending to Boeing SC).

$225,000 to develop and implement a *STEM School/STEM Teacher Certification* program in collaboration with the SC Department of Education and STEM business/industry partners.

$225,000 as seed funding for a *Grand Challenges in STEM Education* initiative that identifies and addresses five vexing problems in STEM education that hinder further gains in student learning, workforce development and informed citizenship.

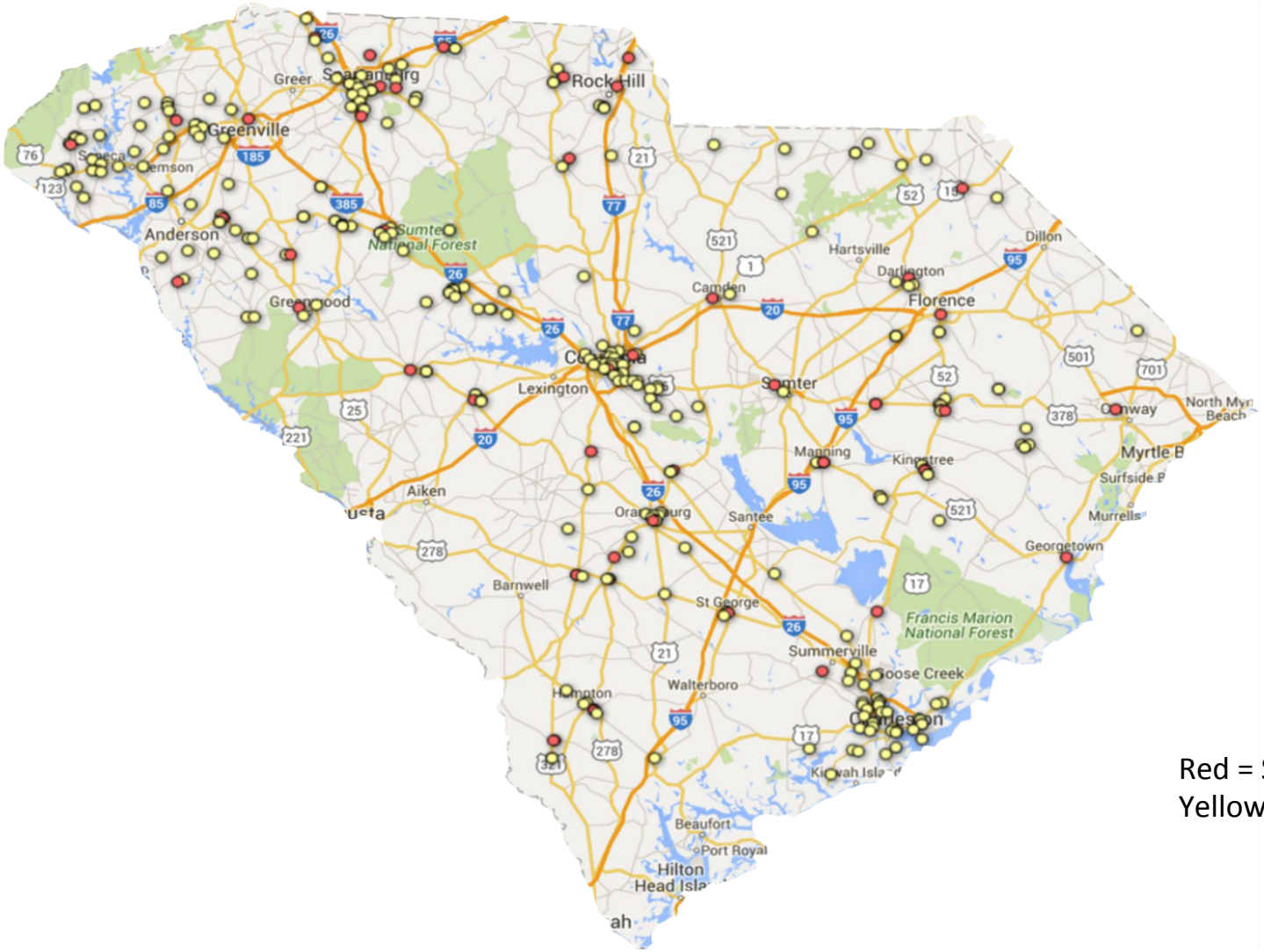
$175,000 for *infrastructure improvements* including upgrading instructional technology, a staff a cost of living increase (last offered in 2011/12), and additional staff support for the Lowcountry and Upstate STEM Collaboratives.

For additional information contact: Dr. Tom Peters
Executive Director
864-656-1863
tpeters@clemson.edu

S²TEM Centers SC

Solutions in Science, Technology, Engineering & Mathematics Education

EOC Service Delivery Map: July 2014 – June 2015



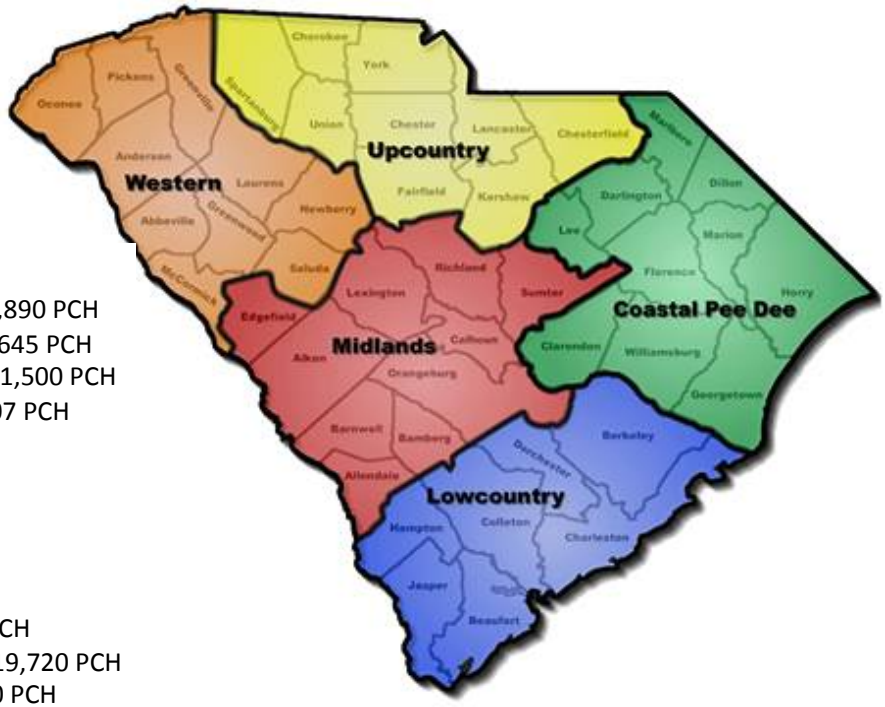
Red = School Districts
Yellow = Schools

S²TEM Centers SC

Solutions in Science, Technology, Engineering & Mathematics Education

EOC Service Delivery By Region: July 2014 – June 2015

Upcountry Region*
Inform - 12 schools, 8 districts, 156 PCH
Support - 15 schools, 6 districts, 6,482 PCH
Innovate - 10 schools, 6 districts, 2,980 PCH
Research - 2 schools, 2 districts, 614 PCH
TOTAL PCH: 10,232
*Does not include Collaborative activities



Western Region
Inform - 74 schools, 14 districts, 1,890 PCH
Support - 20 schools, 9 districts, 5,645 PCH
Innovate - 16 schools, 10 districts, 1,500 PCH
Research - 3 schools, 3 districts, 807 PCH
TOTAL PCH: 9,842

Coastal Pee Dee Region
Inform - 15 schools, 2 districts, 568 PCH
Support - 4 schools, 2 districts, 624 PCH
Innovate - 13 schools, 5 districts, 1,200 PCH
Research - 5 schools, 5 districts, 1,430 PCH
TOTAL PCH: 4,222

Midlands Region
Inform - 0 schools, 2 districts, 36 PCH
Support - 61 schools, 16 districts, 19,720 PCH
Innovate - 0 schools, 1 district, 130 PCH
Research - 1 school, 1 district, 299 PCH
TOTAL PCH: 20,185

Lowcountry Region*
Support - 46 schools, 6 districts, 5,056 PCH
Innovate - 1 school, 1 district, 130 PCH
Research - 2 schools, 2 districts, 536 PCH
TOTAL PCH: 5,722
*Does not include Collaborative activities

PCH = Participant Contact Hours

Inform Activities 2014-2015

Developed and delivered "2014 STEM Education Summit - STEM and the Arts" held in Spartanburg, SC on September 29-30th. In partnership with the Afterschool Alliance, Chapman Cultural Arts Center, and multiple corporate partners including BMW, Boeing SC, Flour, Duke Energy, SC Blue Cross Blue Shield, and Milliken. Attendance ~ 400

Developed and delivered over 20 informational sessions to 776 participants at 101 schools in 26 districts on: Science Standards, Mathematics Standards, Disciplinary Literacy, Overview of STEM, Differentiated Adult Learning and Classroom Management and Formative Assessment. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Inform Work")

Developed and delivered 68 hours of presentations at local, state and national conferences and events including; (Note, this is a sampling from data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Inform Work-PresentationNonIQMS")

- Woodrow Wilson International Center for Scholars, Washington, DC
- SDE Science Session Part 4
- SC Association for School Administrators
- Learning Forward SC
- TIPS Institute
- Share Fair Nation

Added content and resources to S^{2}TEM Centers SC web site*

- 19,733 unique visits
- 3,064 .pdf downloads of content from July 1, 2014 to June 30, 2015
- 76% of visitors were from South Carolina, 11% of visitors were from regional states (North Carolina, Georgia and Tennessee), and 6% were from a larger national audience (California, Texas, Virginia, Florida, New York, Illinois, Michigan)

Added content and information to the Upstate Collaborative web site.*

- 3,019 unique visits

Added content and information to the Lowcountry Collaborative web site.*

- 3,125 unique visits

Added content and information to the South Carolina Coalition for Mathematics & Science*

- 10,154 unique visits

Continue to maintain and promote STEM Linx website, a venue for posting STEM events around South Carolina*

- 3,165 unique visits

Added information and opportunities to S^{2}TEM Centers SC / STEM LINX Facebook Pages**

- Total reach of 42,363 (36,323 S^2TEM Centers SC, 6,040 STEM LINX). Total reach is defined as the number of people who have seen content associated with our page.

Authored and produced STEM Insights newsletter*. A monthly publication geared toward providing educators impactful content on STEM related issues

- 599 subscribers, 12 issues

Authored S^2TEM Centers SC Blog*. Regular postings aimed at provoking thought and conversation regarding STEM related issues

- 50 posts, 21 subscribers, 1,658 total readings (1,050 from subscribers, 608 web site readings)

Posted information and opportunities to Twitter*

- 366 tweets, 433 followers
- 68,097 impressions. Impressions are the number of times a user saw our Tweet.

Pinned information and resource sites to Pinterest*

- Total reach of 3,397. Total reach is defined by the number of people who saw our pins. 16 followers.

** Data obtained from Google Analytics, reference file: 10_11_DigitalMarketing_Satisfaction_EndofYear_2015.xlsx*

*** Data obtained from Facebook Insights, reference file: 10_11_DigitalMarketing_Satisfaction_EndofYear_2015.xlsx*

Support Activities 2014-2015

Developed and delivered mathematics, science, and engineering training and support services for contracting schools and districts. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Support Work")

- 3,880 participants from 132 schools in 26 districts*

Science on the Move delivered support services to rural schools, districts and out of school groups. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Science On the Move - NonEvent")

- 2,323 participants 14 schools in 13 school districts, including several after school organizations.

** Data obtained from Google Fusion Maps*

Innovate Activities 2014-2015

Continued iSTEM engineering leadership program.

- 69 participants in 30 schools and 10 districts impacting over 3,486 students*, delivering 2820 hours of professional development (*Note, the student number was derived as follows –For Cohort 3 group, teachers reported the number of students they impacted which totaled 2226 students . Coastal Pee Dee group used school population for the two school teams noting the district teams could not claim student impact at this time. The combined school population of those two school teams is 1260 students – 2226+1260=3486.). (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "iSTEM")

Completed Cognitive Coaching Foundations Seminar for:

- 30 participants, representing 8 schools and 11 school districts, delivering 1,440 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Innovative Work – Ccoaching_3SP")

Designed and delivered STEM School support.

- 64 participants in 2 schools and 2 school districts, delivering 1,680 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Innovative Work – Ccoaching_3SP")

Research Activities 2014-2015

Delivered the last of three planned years of Inquiring Minds: Reading to Learn an Innovate in Mathematics & Science (IQ-MS) disciplinary literacy research project in partnership with Boeing SC and BMW.

- 136 teachers at 9 experimental schools in 9 districts serving 4,691 students* delivering 1,990 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "IQMS – Experimental Schools")

  * Student Data obtained from 2014 School Report Cards: Carver-Edisto MS(603) Bell St. MS(663), College Park MS(757), East Clarendon MS (654), Green Sea Floyds HS (598), Marlboro SoD(150), MS of Pacolet (217), Saluda MS (777), St. George Middle (272)

- 43 teachers (Hannah 21, Newberry 6, York 8 , Johnsonville 8) at 4 of the control schools in 4 districts serving 2,720 students* delivering 744 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "IQMS – Control Schools")

  * Student Data obtained from 2014 School Report Cards (the 2,720 only includes student population from the 4 schools receiving support): Newberry MS (650), Johnsonville Middle (417), Hannah-Pamplico MS (822), York MS (831).

Planned and delivered 3-day Summer Institute for 53 participants totaling 954 hours of professional development. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "IQMS – Experimental Schools")

Added content and professional development lessons to the Disciplinary Literacy Virtual Library. In total, the library contains:

- 83 total mathematics and science lessons
- 57 total disciplinary literacy strategies, and 46 classroom videos
- 4 complete self-paced professional development learning modules on disciplinary literacy

Presented at professional conferences in South Carolina and at national professional conferences*:

- Science + Literacy = Learning! NSTA Annual Conference in Chicago, IL
- Disciplinary Literacy in the STEM Classroom NSTA Annual Conference in Chicago, IL
- Inquiring Minds: Disciplinary Literacy in Math and Science Learning Forward Annual Conference in Nashville, TN
- Math + Literacy = Learning! SCCTM Fall Conference in Myrtle Beach, SC
- Dialogue in the Mathematics Classroom SCCTM Fall Conference in Myrtle Beach, SC
- STEM + Literacy = Learning! South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC
- Writing in the STEM Classroom South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC
- Purposeful Reading South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC,
- Dialogue in the STEM Classroom South Carolina Science Council (SC)2 Fall Conference in Myrtle Beach, SC

** National conference presentations are funded by private sources.*

Align Activities

Continued to manage a community-based STEM Collaborative in the upstate of South Carolina.

- Collaborative met monthly -12 meetings
- The Advisory Board held quarterly meetings – 4 meetings
- In addition member meetings, the public was invited to 4 general meetings and Volunteer & Outreach Meetings were held on 5 occasions.
- Launched STEAM Tech teams, a team of close to 40 volunteers from STEAM backgrounds providing their industry expertise to educators and students.

Hosted iMAGINE Upstate in Greenville, SC from May 28-April 4, a weeklong series of crowd-sourced programs and signature events designed to promote cultural and economic development with a celebration and showcase of STEM innovation and entrepreneurial activity.

- 18 events, 61 organizations showcasing innovation, creativity and STEM
- Estimated 14,000 festival attendees
- Estimated 160 volunteers
- Contributions from an estimated 70 organizations

Continued to manage a community-based STEM Collaborative in the lowcountry of South Carolina.

- Collaborative Advisory Board held quarterly meetings – 4 meetings
- Held 32 meetings to promote STEM Collaboratives.
- Sponsored STEMster Café, casual forum for discussion on STEM topics facilitated by an industry expert.
- Code.org workshop

Hosted Charleston STEM Festival in Charleston, SC on February 7, 2015 aimed at elevating the visibility and understanding of STEM in the Lowcountry and how it supports local economy.

- Estimated 7,500 festival attendees
- Over 60 organizations participated

Mentored students in robotics tournaments.

South Carolina Coalition for Mathematics and Science continues to inform and exchange dialog on STEM issues at events.

In total, S^2TEM Centers SC and associated collaborative organizations reached approximately 23,829 through STEM Community Learning Experiences. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "STEM Community Learning Exper")

Inform Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach (in person) = 1,749

2014-2015 Approximate total reach (virtual) = 155,310

2015-2016 Approximate total reach (in person) = 315 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 34)

2015-2016 Approximate total reach (virtual) = 28,513 (data source: (data source: https://s2temsc.sharepoint.com/_layouts/15/guestaccess.aspx?guestaccesstoken=gWPfWObbg0NmBdCYjEGyrHJzWzeGoISsjztoi5y35kA%3d&docid=0772af5c978fa41faabedb1782ee456ea)

Virtual total based on website visits, Facebook reach, newsletter subscribers, blog subscribers, Pinterest reach, and Twitter followers.

Support Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach = 6,203

2015-2016 Current total reach to date = 30 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 35)

Innovate Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach = 163

2015-2016 Current total reach to date = 107 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 36)

Research Deliverables (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

2014-2015 Approximate total reach = 414

2015-2016 Current total reach to date = 37 (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "2015-2016 Work", Row 37)

In total S2TEM Centers SC delivered 57,414 Participant Contact Hours of service in 2014-2015. (data source: "compiled20142015RecordofWorkData.xlsx" – See tab "Reach Totals")

Participant Satisfaction Rating – July 1, 2014 – June 30 2015 (**data source: FluidSurveys**)

98% Reported their PD was:
- clear and understandable
- well organized
- relevant and applicable to their work
- worth their time and effort to attend.

97% Felt better prepared to change professional practice and better prepared to implement the strategies and ideas that were presented.

99% Felt they were provided the tools to use in their interactions with colleagues.

Total Participant Surveys completed : 668

Participant Satisfaction Rating – July 1, 2015 – August 31, 2015

100% Reported their PD was:
- clear and understandable
- well organized
- relevant and applicable to their work
- worth their time and effort to attend.

95% Felt better prepared to change professional practice and better prepared to implement the strategies and ideas that were presented.

100% Felt they were provided the tools to use in their interactions with colleagues.

Total Participant Surveys completed : 65

EOC Alignment Data - Partners 2015

Founding Partner (organization that contributes financially to Collaborative operations)

Boeing SC
Bosch
Google
The Citadel
The InterTech Group

Advisory Partner (organization that regularly participates in Collaborative guidance)

Berkeley County School District
Charleston County School District
Charleston Digital Corridor
Charleston Metro Chamber of Commerce
Charleston Public Library
Charleston Southern University
City of Charleston
City of Hanahan
Clemson University Restoration Institute
College of Charleston
Cummins Turbo Technologies
Cumulus Media
Dorchester County School District Two
Engaging Creative Minds
Ingevity (formerly MWV)
LS3P Associates
MUSC
Patriot's Point Maritime Museum
Peerless Communications
SAIC
SC Aquarium
SC Department of Natural Resources
SCE&G
SC Sea Grant Consortium
SPAWAR Systems Center – Atlantic
STEM Premier
Tri-County Cradle to Career
Trident Technical College
WEPAN

Program Partner (organization that delivers non-festival programming)

Code.org
STEMVisions

EOC Alignment Data - Partners 2015

Founding Partner (organization that contributes financially to Collaborative operations)

Bosch
Fluor
GE Power & Water
Michelin North America

Advisory Partner (organization that regularly participates in Collaborative guidance)

3M
Furman University
Greenville County School District
ScanSource
SC Personal Pathways
Spartanburg County School District 7
Tri-County Technical College

Program Partner (organization that delivers non-festival programming)

4H Science on the Move
Boost
Chapman Cultural Center
Community Code Inc
Delta Education - School Specialty, Science
IT-ology
Roper Mountain Science Center
STEAM Tech Teams
Ten at the Top
The Children's Museum
The Nutty Professor

EOC Alignment Data - Partners 2015

Founding Partner (organization that contributes financially to Coalition operations)

BMW Manufacturing Co.
Duke Energy
DuPont
Michelin North America

Advisory Partner (organization that regularly participates in Coalition guidance)

Clemson University
Fluor Corporation
Nelson, Mullins, Riley & Scarborough LLP
Orangeburg-Calhoun Technical College
Piedmont Technical College
Project Lead The Way
SC Afterschool Alliance
SC Chamber of Commerce
SC Department of Education
Spartanburg County School District 7
Sumter School District

Program Partner (organization that supports SCCMS programming)

Boeing SC
Comporium
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Summary Evaluation Report

Inquiring Minds:

Reading to Learn and Innovate in Mathematics and Science

(IQ-MS)

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BSCS Evaluation Report (ER2015-05)

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Executive Summary

This report documents the final year and summarizes three years of the BSCS evaluation of Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science, (IQ-MS), a research study developed by South Carolina's Coalition for Mathematics and Science (SCCMS) at Clemson University in partnership with S^2TEM Centers SC. This research and innovation program aimed to identify and implement reading, writing and communication strategies that make science and mathematics more accessible to middle grade (6th-8th) students. A total of twenty middle schools, ten treatment schools and ten control schools in eighteen school districts of three South Carolina regions were included in the study. Professional development was delivered in two ways. First, a Summer Institute was convened each year through 2014, with all treatment school math and science teachers and administrators expected to attend. Next, S^2TEM Center staff IQ-MS Specialists supported treatment school mathematics and science teachers two days a week as instructional coaches for all three years of the program.

Two main questions drove the research and evaluation of IQ-MS, and a variety of measures were employed to assess the impact of IQ-MS on teacher attitudes, understanding and practice and on student achievement. The general conclusion for the three years of the study was that the program is having a positive impact upon teacher attitudes and practice in middle school mathematics and science.

Question 1. What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grade mathematics and science teachers?

First, the Reformed Teaching Observation Protocol (RTOP) was employed in observations of videotaped lessons of three randomly selected teachers from each of the control and treatment schools. An additional set of five items, specifically created to measure teachers' use of Disciplinary Literacy (DL) strategies, was added to the scoring protocol. Mediation analysis indicates that the use of DL practices in the classroom was a significant mediator, contributing to a difference in teacher practice between treatment and comparison groups. In other words, treatment teachers' RTOP scores were over half a standard deviation higher than control teachers' scores for the third year in a row. This indicates that participation in the IQ-MS program led to teachers using more reform-based practices, i.e., DL strategies, than the control teachers.

Next, analysis of the teacher attitude survey results for treatment school teachers from the Summer Institutes of 2012, 2013 and 2014, concluded with a follow-up in fall 2015, revealed significant positive growth in all areas of attitude and understanding for:

- Disciplinary Literacy and STEM
- Disciplinary Literacy Elements and Strategies
- Purposeful Reading
- Meaningful Writing
- Productive Dialogue

In addition, significant growth was shown in the frequency of implementation of DL strategies and in participating teachers' level of satisfaction in employment of DL strategies between 2012 and 2015.

Finally, on-site interviews of teachers at each of three randomly selected treatment schools identified teachers at various stages of use of the DL innovation through the Levels of Use (LoU) branching interview protocol. Of the ten teachers interviewed, four participated for all three years and six were interviewed for two successive years. Two teachers from School A and two from School B were rated at Level IVB Refinement during the first year of interviews, with two advancing to V Integration and VI Renewal by the third year. Notably, within the course of the first year, all except two interviewees were rated at Level IVB or above, indicating a swift advance past the mechanical usage to routine and above.

In conclusion, triangulation of data from the suite of outcome measures indicates that the IQ-MS program is exerting a strong positive influence on the instructional practices of participating middle school mathematics and science teachers in the study's treatment schools.

Question 2. To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement?

The data files that will inform questions 2a and 2b from the 2014-2015 school year, comparing treatment and comparison schools are currently under review and will be analyzed and reported in an appended document in the coming weeks.

Summary: At the conclusion of the three-year IQ-MS project, evidence from multiple sources indicates that IQ-MS is a highly effective program that is positively impacting teacher practice and student learning in middle school mathematics and science classrooms. Triangulated data from this evaluation study reveal that teachers participating in IQ-MS professional development have become strong advocates and implementers of disciplinary literacy strategies. As a result of the well-designed and executed support of school-based Specialists, teachers have demonstrated commitment to the tenets and instructional strategies of IQ-MS. Under the tutelage of the Specialists, many teachers are demonstrating their growing confidence and leadership skills as they reach beyond school boundaries to share the IQ-MS program with educators in district, state and national venues. Finally, enriched by the comprehensive set of resources offered through the S^2TEM Centers SC Virtual Library (*http://www.s2temsc.org/disciplinary-literacy-virtual-library.html*) IQ-MS is approaching the anticipated final innovation aim of "a functional community of support" for STEM education.

Introduction and Background

South Carolina's Coalition for Mathematics and Science (SCCMS) at Clemson University in partnership with S^2TEM Centers SC has completed a three-year research and innovation program to identify reading, writing and communications strategies that make science and mathematics more accessible to middle grade (6th-8th) students. Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science (IQ-MS) focuses on a 'disciplinary literacy' (DL) initiative, in direct response to national and state student achievement data, expert advisement and interest expressed by instructional leaders in South Carolina school districts. Disciplinary literacy is an advanced form of literacy requiring adolescent readers to have specific background knowledge about how to read purposefully, write in meaningful ways and engage in productive dialog in the disciplines - skills not often taught in English/Language Arts classes or the content area classes themselves. Disciplinary Literacy instruction engages learners with content in ways that mirror what scientists and mathematicians do to inquire and gain understanding in their disciplines. These abilities are essential to make sense of the complexities of science and mathematics.

A stratified sample of schools was identified within the five S^2TEM Centers SC regions of South Carolina. The final distribution of sites includes three regions with two treatment and two control schools each (Midlands, Lowcountry, and Western regions), one region with three treatment and three control schools (Coastal Pee Dee region), and one region with one treatment and a single control school (Upcountry region). The twenty schools are located in eighteen different school districts in South Carolina.

Professional development for treatment schools was delivered in two ways for the 3-year duration of the study. First, a Summer Institute was convened each year for all treatment school math and science teachers and administrators. Next, IQ-MS Specialists served as on-site instructional coaches in the schools at least 2 days per week. Some of the schools also had instructional coaches hired by the school or district. Each IQMS specialist was assigned to one research site, except for one specialist who was assigned to two research sites (nine specialists total). While on-site, specialists facilitated professional learning community (PLC) meetings around disciplinary literacy, modeled disciplinary literacy strategies in the classroom, co-taught lessons, and provided feedback and additional resources for incorporation of disciplinary literacy strategies into classrooms. Comparison schools were provided with three days of professional development of their choosing on any topic not related to disciplinary literacy. Professional development took the form of on-site coaching or traditional workshop sessions.

An additional support for professional development that enriches the program for educators and ensures sustainability is the IQ-MS Virtual Library accessed at *http://www.s2temsc.org/disciplinary-literacy-virtual-library.html*. Developed over the course of the IQ-MS program through the S^2TEM Centers SC, the open access resource library offers "promising practices, effective strategies, classroom lessons, and multimedia tools based on the Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science (IQ-MS) research program." This ambitious and comprehensive resource features 5 sections: Lesson Library, Strategy Warehouse, Resources for Professional Development Leaders, Self-Paced Professional Learning Modules, and State and National Conference Presentations. The Lesson Library and Strategy Warehouse include extensive standards-based science and mathematics lessons highlighted with IQ-MS teachers' classroom videos. In addition, the 3-hour session in Resources for Professional Development and the lessons in the Self-Paced Professional

Learning Modules provide an extensive program for self-paced instruction in the background and implementation of disciplinary literacy strategies.

The Theory of Change (Figure 1) below illustrates the hypothesized path of influence for the IQ-MS disciplinary literacy intervention. Through professional development focused on DL strategies, it was expected that the influence on teacher practice and teacher attitudes would affect changes in instructional practice to positively impact student achievement in mathematics and science.

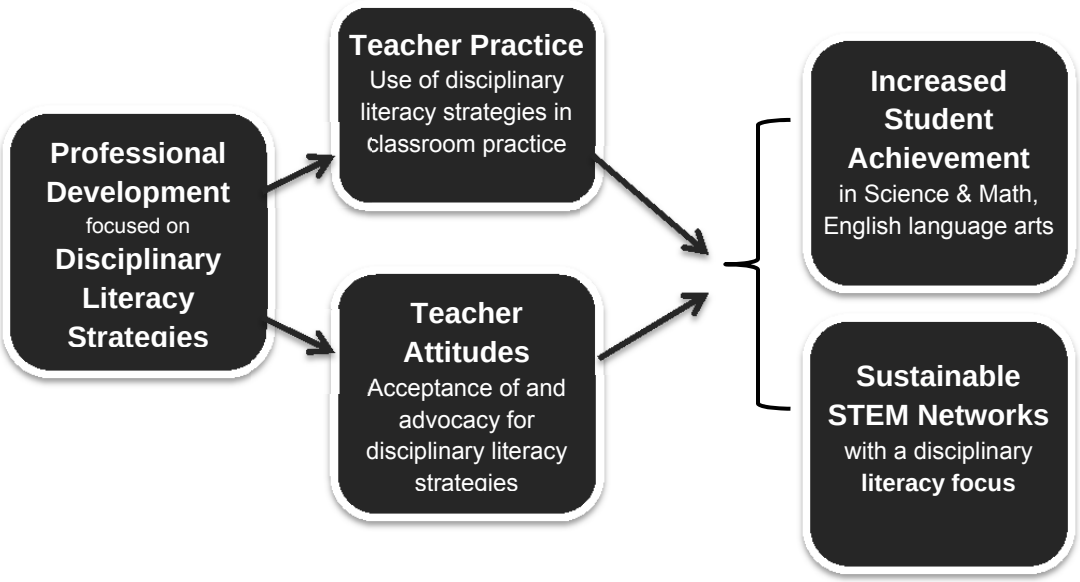

Figure 1. IQ-MS Theory of Change

The research aim of IQ-MS is to answer the following questions based on the Theory of Change:

Question 1. *What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grade mathematics and science teachers?*

Question 2. *To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement?*

Using a mixed-methods approach, the BSCS evaluation plan employed measures of teacher practice, teacher attitudes, and South Carolina Palmetto Assessment of State Standards (PASS) student achievement to address the research questions.

This summary report presents comparative data and analysis focused on the IQ-MS program's original anticipated final stages of the IQ-MS innovation aims:

1. To develop via iterative processes a professional learning storyline for instructional improvement in mathematics and science through the application of disciplinary literacy strategies.

2. To develop a robust virtual library of vetted, disciplinary literacy resource materials for middle grade teachers.
3. To sustain and scale instructional innovation through regional networks of mentors and other champions for STEM education with a disciplinary literacy focus.

Evaluation Data Sources and Methodology

Data from a variety of sources were collected, analyzed and triangulated to address the following research questions:

Question 1*: What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grades mathematics and science teachers?*

> **Measure 1a.** Reformed Teaching Observation Protocol (RTOP) and IQ-MS Supplemental Items.

In spring 2015, Year 3, observation of teacher practice via video-recorded lessons was accomplished by video recording teachers who were randomly selected from the treatment schools and comparison schools. The video recorded lessons from each group were observed and scored on 25 items of the Reformed Teaching Observation Protocol (RTOP) (Pitburn et al., 2000; Sawada et al., 2002) and five additional IQ-MS DL-focused items. Statistical analysis was conducted to compare scores of treatment and comparison groups

As indicators, the IQ-MS leadership's anticipated baseline (Year 1) for this measure was stated as "Minimal evidence of teacher use of disciplinary literacy strategies in classroom practice." The anticipated interim (Year 2) result was: "Evidence of regular teacher use of disciplinary literacy strategies in classroom practice when supported by an instructional coach." The anticipated final outcome was "Evidence of regular, self-directed use of disciplinary literacy strategies in classroom practice."

> **Measure 1b.** Survey of Teacher Attitudes toward Disciplinary Literacy for teachers in treatment schools who attended the annual summer institute.

A survey constructed collaboratively by the IQ-MS leadership and BSCS evaluators was administered as a baseline to teachers prior to attending the first Summer Institute in June 2012 and then again to Institute participants in June 2013 and June 2014. This survey served as a record of teachers' changing attitudes toward DL through the course of the project. The survey was administered as a follow-up measure in 2015 at the conclusion of year 3.

The IQ-MS leadership's anticipated baseline (pre-Year 1) for both this measure and measure 1c is: "Teacher reports of skepticism regarding the use of disciplinary literacy strategies." The Anticipated Interim (pre-Year 2) level was projected as "Teacher reports of acceptance regarding the use of disciplinary literacy strategies." The anticipated final result of the survey was stated as, "Teacher reports of advocacy regarding use of disciplinary literacy strategies."

Measure 1c. The Levels of Use (LoU) branching interview protocol (Hall, Dirksen, George, 2006) to measure the implementation of DL innovations by randomly selected science and mathematics teachers in treatment schools.

Teacher interviews were conducted at three randomly selected treatment schools in March 2013, February 2014, and March 2015. The instrument classifies scores in one of 8 levels of use, from 0 - Nonuse through IVA - Routine to VI – Renewal with each category describing the interviewee's perception of his/her use of the innovation at the time of the interview. It was anticipated that, as with measure 1b, the interviews would reveal teachers' advocacy regarding use of disciplinary literacy strategies demonstrated by increased levels of implementation.

Question 2a: *To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement in literacy?*

Measure 2a. PASS: ELA informational text subsection scores

Question 2b: To what extent does the application of disciplinary literacy strategies in mathematics and science classrooms improve student achievement in these content areas?

Measure 2b. PASS: Mathematics and Science Scores

The anticipated Interim findings for 2012-13 and 2013-14 state that: "Student performance will demonstrate improvement trends over baseline data in decreasing % of students not meeting standards and in increasing students at the exemplary level." The anticipated final effect in year 3 was, "2014-15 student performance will demonstrate statistically significant improvement over baseline data." The data files that will inform questions 2a and 2b from the 2014-2015 school year, comparing treatment and comparison schools are currently under review and will be analyzed and reported in an appended document in the coming weeks.

Findings

Question 1: What effect does professional development focused on disciplinary literacy strategies have on the instructional practices of middle grades mathematics and science teachers?

Measure 1a. Reformed Teaching Observation Protocol (RTOP) and IQ-MS Supplemental Items

In the spring of 2013, 2014 and 2015 three randomly selected teachers from each treatment and comparison school were video recorded during one math or science class period for the teacher practice outcomes study. The IQ-MS staff created codes to replace the teacher names that linked the teacher to their treatment group to facilitate an unbiased viewing of the video recordings. One BSCS evaluator viewed and scored each video using the Reformed Teaching Observational Protocol (RTOP). In addition, five additional items created by the IQ-MS staff to assess teacher use of strategies key to Disciplinary Literacy (DL) were scored. A second evaluator linked the scored data file with treatment group identifiers, matched the files for all three years, and conducted the analysis. Due to teacher-level attrition, the number of schools participating in this portion of the study with sufficient 2013 covariate data and 2015 teacher practice videos was reduced to 17 in the 2015 analyses.

The RTOP, a criterion-referenced instrument, measures the extent to which science and mathematics teaching aligns with the recommendations for instructional reform described in national science and mathematics standards. The instrument is composed of 25 Likert-type items, divided into 5 subscales. Each item is scored on a 0-4 scale, from 0 - never occurred, to 4 – very descriptive. Descriptions of the five subscales below are adapted from the RTOP Reference Manual (Pitburn and Sawada, 2002).

- Lesson Design and Implementation emphasizes instructors' attention to students' prior knowledge, to engaging students as members of a learning community, and promoting exploration before formal presentation. In addition, teachers receive high scores when they encourage students to seek and value alternative modes of investigation or problem solving, and use students' ideas to direct lessons.
- Content is scored in two forms of knowledge - knowledge of what is (Propositional Knowledge), focuses on the level of significance and abstraction of the content, the teacher's understanding of it, and the connections made with other disciplines and with real life.
- Knowledge of how to (Procedural Knowledge) represents the kinds of processes that students are asked to use to manipulate information, arrive at conclusions, and evaluate knowledge claims.
- Classroom culture consists of Communicative Interactions and
- Student/Teacher interactions in which it is considered important that students be heard, and often, and that they communicate with one another, as well as with the teacher. The nature of the communication indicates the ways in which knowledge is constructed in the classroom environment.

Table 1 below shows results for comparison and treatment groups in each of the 5 subscales and the IQ-MS supplemental set at Year 1, 2 and 3 time points. Treatment school teachers attained higher means than comparison teachers in every subscale each year.

Table 1. RTOP+ score comparisons Years 1, 2 and 3.

Subscale	Comparison 2013	Treatment 2013	Comparison 2014	Treatment 2014	Comparison 2015	Treatment 2015
	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev
Lesson Design and Implementation	4.25 (25), 3.85	6.40 (32), 4.05	5.63 (19), 3.40	6.68 (25), 3.42	5.10 (21), 4.37	6.84 (19), 4.19
Content- Propositional Knowledge	7.16 (25), 4.24	10.09 (32), 4.59	9.63 (19), 3.59	10.00 (25), 3.85	9.76 (21), 4.16	11.26 (19), 4.11
Content - Procedural Knowledge	4.12 (25), 3.73	5.41 (32), 4.79	5.63 (19), 3.55	6.84 (25), 3.56	5.62 (21), 4.77	5.79 (19), 3.78
Classroom Culture - Communicative Interactions	5.12 (25), 3.80	7.13 (32), 4.62	6.63 (19), 2.31	7.96 (25), 3.25	6.04 (21), 3.61	7.26 (19), 4.65
Classroom Culture - Student/Teacher Relationships	6.96 (25), 4.53	9.25 (32), 3.78	8.21 (19), 2.62	9.80 (25), 3.38	7.86 (21), 4.49	9.37 (19), 5.46
IQMS - Disciplinary Literacy Strategies	3.52 (25), 3.51	6.00 (32), 6.05	1.58 (19), 1.87	6.56 (25), 6.69	2.57 (21), 2.87	6.21 (19), 6.13

Five IQ-MS-developed items for inclusion in the observation protocol, identified in Table 2 as IQMS 1-5, rated the extent to which the disciplinary literacy strategies of purposeful reading,

meaningful writing and productive dialogue are implemented into instruction. IQ-MS 1 considers selection and use of strategies. IQ-MS 2 describes fidelity and intentionality of implementation. IQ-MS 3, 4 and 5 rate the appropriate use of reading, writing and productive dialogue to support students' content knowledge construction. Table 2 below illustrates the differences in the use of IQ-MS strategies between comparison and treatment teachers. The highest means occur within the productive dialogue category, indicating that of the three types of DL strategies, dialogue is observed most often in mathematics and science lessons. Again, treatment teachers implement all DL strategies more frequently than their comparison school counterparts.

Table 2: Comparison of RTOP+ classroom observation scores on DL strategies Years 1, 2, and 3

	Comparison 2013	Treatment 2013	Comparison 2014	Treatment 2014	Comparison 2015	Treatment 2015
	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev	Mean (n), Std. Dev
IQ-MS1 – The lesson included purposeful reading, meaningful writing, and/or productive dialogue strategies.	0.56 (25), .82	1.10 (32), 1.40	.00 (19), .00	1.24 (25), 1.67	.29 (21), .78	1.42 (19), 1.71
IQ-MS2 – Disciplinary literacy strategies are implemented with fidelity and intentionality. Strategies may be adapted to support learning of the content.	0.48 (25), .82	1.09 (32), 1.57	.00 (19), .00	1.44 (25), 1.73	.14 (21), .48	1.32 (19), 1.64
IQ-MS3 – Students are reading with purpose to learn mathematics or science content.	0.72 (25), 1.06	0.91 (32), 1.53	.37 (19), .83	.68 (25), 1.35	.38 (21), .87	.63 (19), 1.26
IQ-MS4 – Students are writing with meaning to learn mathematics or science content.	0.56 (25), .92	0.94 (32), 1.29	.37 (19), .68	1.28 (25), 1.51	.57 (21), .98	1.32 (19), 1.34
IQ-MS5 – Students are engaging in productive dialogue to learn mathematics or science content.	1.20 (25), 1.00	1.87 (32), 1.19	.84 (19), .96	1.92 (25), 1.55	1.19 (21), 1.21	1.53 (19), 1.43

Using the 2015 data set, the first task was to investigate the "intent to treat" model, which tests the direct effect or the IQ-MS treatment on teacher RTOP score. (Figure 2). Because of the nested nature of the data (teachers within schools), a two-level hierarchical linear model (HLM) was used to detect statistical significance between the treatment and comparison groups, seeking a direct effect of school level participation in the IQMS program on teacher practice as defined by the RTOP.

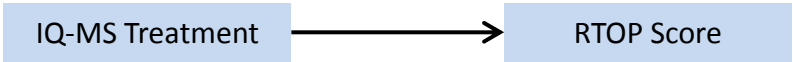

Figure 2. IQ-MS Treatment Model

The equations for this analysis are

Level 1:

$$(RTOP14)_{ij} = \beta_{0j} + \beta_{1j} * (RTOP2013) + e_{ij}$$

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(TREATMENT) + u_{0j}$$

The HLM analysis of the 2015 teacher RTOP scores, using RTOP 2013 score as a covariate in the model, revealed that school level participation in IQ-MS while not a significant predictor of teacher practice as measured by the RTOP (γ_{01}(TREATMENT) = 8.59, SE = 5.45, p = 0.136), is approaching significance. The Hedges' g effect size associated with this significant finding is g = .60 (slightly larger than 2013). In other words, treatment teachers' RTOP scores were more than half of a standard deviation higher than control teachers' scores.

Next, the mediation model was tested, adding the practices of DL (as measured by the five-item scale developed by IQ-MS) into the model (see Figure 3 below). Essentially, this is investigating whether the use of DL practices in the classroom mediates the relationship between participation in IQ-MS and RTOP score. This is known as a 2→1→1 mediation design because the treatment is delivered at the second level (school), the mediator (DL practices) is measured at the first level (teacher), and the outcome is also measured at the teacher level (RTOP score). In this approach, separate equations for the mediator and the outcome can be used to estimate the indirect effect and determine if mediation is present.

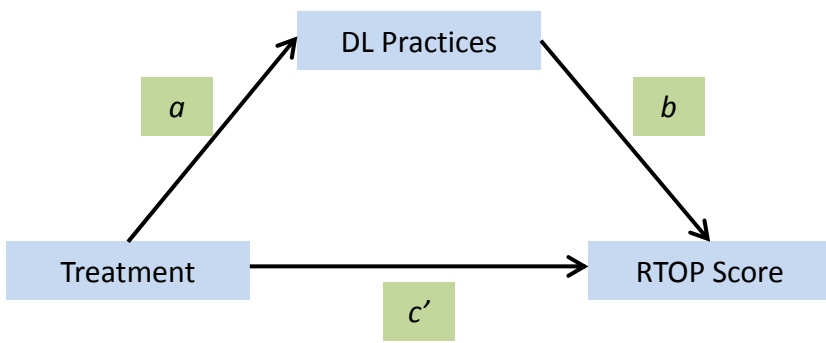

Figure 3. Mediation model

The following Level 1 and 2 equations estimate path a from Treatment to DL Practices

Level 1:

$$(DLPRACTICES)_{ij} = \beta_{0j} + e_{ij}$$

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(TREATMENT) + u_{0j}$$

For the path *a* analysis above using the 2015 data set, treatment is a significant predictor of DL Practices(γ_{01} = 3.59, SE = 1.87, p = 0.077).

The following Level 1 and 2 equations estimate paths *b* (DL Practices to RTOP) and *c'* (Treatment to RTOP Score, mediated)

Level 1 (Path *b*):

$$(RTOP)_{ij} = \beta_{0j} + \beta_{1j}(DLPRACTICES) + e_{ij}$$

Level 2 (Path *c'*):

$$\beta_{0j} = \gamma_{00} + \gamma_{01'}(TREATMENT) + u_j$$

Where $\gamma_{01'}$ is path *c'* of Figure 2 and β_{1j} is the fixed effect of DL Practices on RTOP score (controlling for treatment), or path b. The fixed effects from this two level model are *c'* ($\gamma_{01'}$) = 3.93, SE =6.11, p =.56 and *b* (β_{1j}) = 1.97, SE = .52, p < .001. The presence of a significant effect on the DL Practices mediator, a significant association between DL Practice and RTOP score and a remaining, non-significant direct treatment effect (*c'*) indicates a partial mediation effect as was observed in the 2013 and 2014 analyses.

The indirect effect of DL practices can be estimated as the product of the *a* and *b* paths or the *ab product.* This product is: $(\gamma_{01})(\beta_{01})$ = (3.59)(1.97) = 7.07. The 95% confidence interval for the indirect effect was computed using the RMediation program (Homer, 2011), yielding

[-0.139↔16.44] [-0.158, 16.958] indicating a nearly significant finding. We expect that the inclusion of a slightly negative lower confidence interval (-0.158) is likely the result of a loss of power to detect an effect in the 2015 data set. In the 2014 data set, 16 schools (level 2) were included in the analysis. In 2015 this number increased to 17. However, many schools lost teachers by year 3, thus the level 1 units were reduced from 67 in 2014 to just 40 in 2015.

Further investigation of the direct effect, the c' prime, and the *ab* product allows estimation of the indirect or mediation effect of teacher practice is (7.07/10.66), or 66% of the total effect of the intervention. The effect size of the direct effect in 2013 was g=.56, in 2014 it was g=.60, and in 2015 it was g=.59. It is somewhat expected that as teachers move away from the intervention, the effect will likely decrease, but we see a steady hold in effect size over the course of the project. However, the nearly significant *ab* product (mediation model) indicates that teachers who are applying DL strategies in the classroom are also scoring higher on the RTOP. Based on the goals of the IQ-MS project, we feel that there is evidence in these data to suggest that IQ-MS is approaching the originally established goals.

Measure 1b. Survey of Teacher Attitudes toward Disciplinary Literacy

BSCS evaluators, in collaboration with the IQ-MS leadership, constructed a teacher attitude survey administered as a pre-test before the 2012 Summer Institute and then again before the Summer Institutes in 2013 and 2014. The survey was administered to participating teachers as a follow-up at the conclusion of Year 3, 2015. Included in the survey as Likert-type items are six sets of statements asking teachers to rate their confidence, understanding, acceptance and implementation of DL strategies. Ratings are based on a scale from 1 = strongly disagree through 3 = uncertain to 5 = strongly agree. Continued use of this instrument provided longitudinal data on teachers' maturing attitudes about DL strategies. To illustrate these changes, annual results for each section of the survey are compared to the 2012 baseline data in Tables 3 through 7 below.

Table 3: Disciplinary Literacy and STEM Attitude Comparisons Years 1, 2 and 3

Set 1	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Disciplinary Literacy and STEM	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
I understand the basics of STEM(Science, Technology, Engineering, Mathematics) instruction.	3.45	4.24, t(41)=4.968, p=.000***	3.42	4.39, t(35)=5.68, p=.000***	3.80	4.81, t(20)=6.481, p=.000***
I believe STEM instruction can be enriched with disciplinary literacy strategies	3.98	4.43, t(41)=3.968, p=.000***	3.97	4.55, t(35)=4.55, p=.000***	4.24	4.81, t(20)=4.382, p=.000***
I feel comfortable enhancing my STEM instruction with disciplinary literacy	3.55	4.20, t(39)=4.005, p=.000***	3.61	4.39, t(35)=5.02, p=.000***	3.95	4.71, t(20)=4.202, p=.000***
I understand the basics of disciplinary literacy	3.64	4.41, t(41)=6.246, p=.000***	3.64	4.47, t(35)=6.17, p=.000***	3.86	4.71, t(20)=6.000, p=.000***
I believe disciplinary literacy can enhance students' learning of science and/or math concepts	4.10	4.41, t(41)=2.473, p=.018*	4.11	4.56, t(35)=3.63, p=.001***	4.14	4.76, t(20)=3.833, p=.001**
I feel confident that I can implement disciplinary literacy strategies in my classroom	4.12	4.41, t(41)=2.077, p=.044*	4.08	4.39, t(35)=1.8, p=.070	4.30	4.75, t(20)=2.932, p=.009*

***significant at p<0.05; **significant at p<0.01, ***significant at p<0.001**

In Table 3 above, comparison of the 2012 baseline results with those in successive years reveals strong positive growth in attitudes toward disciplinary literacy with larger gains in means from 2012 to 2015, even with a smaller 'n' due to fewer matched pairs. In every year after the 2012 baseline survey, a significant change at the p<.001 level in teachers' reactions to STEM instruction with disciplinary literacy strategies is seen in the first four statements that detail understanding of, and confidence with, disciplinary literacy strategies.

As teachers became more familiar with DL strategies through contact with the IQ-MS Specialists during each year of the program, they reported increased comfort with the concepts of STEM and disciplinary literacy. The final two items on Table 3 examine teachers' beliefs about the efficacy of DL for student learning and teachers' confidence in implementing the strategies in their classrooms. The steady growth of the means and significance of responses to these

statements over the 3-year period is testimony to teachers' response to and acceptance of the IQ-MS program and the educational benefits of disciplinary literacy.

Table 4. Comparison of responses on DL elements and strategies for Years 1, 2 and 3

Set 2	**2012 Baseline**	**2013 Year 1**	**2012 Baseline**	**2014 Year 2**	**2012 Baseline**	**2015 Year 3**
Disciplinary Literacy Elements and Strategies	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
Disciplinary literacy in science and mathematics includes three components: purposeful reading meaningful writing, and productive dialogue.	4.05	4.73, t(40)=5.335, p=.000***	4.08	4.61, t(35)=4.09, p=.000***	4.095	4.95, t(20)=6.000, p=.000***
I think that instruction in purposeful reading, meaningful writing and productive dialogue facilitates learning of science and/or mathematics.	4.17	4.55, t(41)=3.106, p=.003**	4.17	4.56, t(35)=3.39, p=.002**	4.24	4.86, t(20)=4.240, p=.000***
I feel competent in integrating purposeful reading, meaningful writing and productive dialogue strategies into my science and/or mathematics lessons.	3.88	4.26, t(41)=2.333, p=.025*	3.92	4.50, t(35)=3.86, p=.000***	4.24	4.76, t(20)=2.950, p=.008**
Disciplinary literacy strategies can be tailored to enrich any science and/or mathematics lessons.	3.85	4.24, t(40)=2.804, p=008**	3.85	4.33, t(35)=2.41, p=.021*	3.95	4.57, t(20)=2.914, p=.009**
Many students do not need disciplinary literacy strategies to learn science and/or mathematics. (negative wording)	2.59	2.54, t(40)=.264, p=.793	2.42	2.19, t(35)=1.09, p=.282	2.38	1.86, t(20)=2.750, p=.012*
I feel competent implementing appropriate disciplinary literacy strategies to meet the needs of my students.	3.67	4.24, t(41)=4.309, p=.000***	3.64	4.36, t(35)=5.11, p=.000***	3.95	4.71, t(20)=3927, p=.001**

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

Table 4 above investigates teachers' understanding of and beliefs about DL strategies. The first three statements as well as the last show a general trend toward significant changes from Year 1, 2012, through 2015, reflecting growth of understanding of the methods and utility of DL and confidence in classroom implementation. The fourth statement reveals steady significant growth in teachers' beliefs in the flexibility of DL strategies to meet students' needs. Of note is the response to the statement "Many students do not need disciplinary literacy strategies to learn science and/or mathematics." The declining means and corresponding increase in significance indicate that teachers continue to disagree with the 'reverse' statement, thus attesting to their support of the importance of including strategies for students in mathematics and science classrooms.

Table 5. Comparison of responses to purposeful reading for Years 1, 2 and 3

Set 3	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Purposeful Reading	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
There are many techniques to effectively teach purposeful reading of STEM materials.	3.73	4.29, t(40)=4.141, p=.000***	3.69	4.44, t(35)=6.15, p=.000***	3.86	4.71, t(20)=4.954, p=.000***
There is no difference in strategies for teaching purposeful reading in different subjects. (negative wording)	2.57	2.59, t(41)=.133, p=.895	2.58	2.50, t(35)=.386, p=.702	2.67	3.14, t(20)=1.746, p=.096
I feel I have a command of a variety of instructional strategies for teaching purposeful reading.	3.49	3.98, t(40)=3.592, p=.001***	3.38	4.29, t(33)=7.06, p=.000***	3.65	4.60, t(20)=5.596, p=.000***

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

Table 5 above compares the baseline scores on Purposeful Reading to those after three years of DL implementation. Increasingly significant results are reported for each of the statements. A significant positive change is seen in attitudes about the effectiveness and personal command of purposeful reading techniques. For the second statement, a negatively worded item, the expected response would be an increase in means as teachers tended to disagree with the statement. With fluctuating changes in means and an unexpected change in the p value for Year 3, it is hypothesized that respondents were confused by the negative wording rather than by belief in the item as it is stated.

Table 6. Comparison of responses to meaningful writing for Years 1, 2, and 3

Set 4	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Meaningful Writing	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
I understand the difference between teaching meaningful writing techniques for mathematics and/or science and for other content areas such as history or language arts.	3.21	3.88, t(41)=5.496, p=.000***	3.06	4.06, t(35)=6.71, p=.000***	3.33	4.38, t(20)=5.215, p=.000***
Writing techniques vary with the subject area and topic being expressed.	3.55	3.95, t(39)=3.122, p=.003**	3.37	3.94, t(34)=2.72, P=.010**	3.33	4.00, t(20)=2.467, p=.023*
I am competent in designing and/or teaching lessons that incorporate meaningful writing in STEM topics	3.29	3.90, t(41)=5.047, p=.000***	3.28	4.28, t(35)=6.48, p=.000***	3.71	4.61, t(20)=4.663, p=.000***

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

Responses to the first and last statements on meaningful writing (Table 6) show positive changes in means and significance between 2012 and 2015. Teachers appear to have gained knowledge and competency in the area of meaningful writing over the course of the school year. Responses to the second item show little variation through the IQ-MS project. Although significance appears to decrease slightly over succeeding years, the means are similar. One explanation for the lack of change is that due to schools' previous emphasis on writing, teachers entered the program with an understanding that writing techniques must be differentiated for specific content areas and topics.

Table 7. Comparison of responses to productive dialogue for Years 1, 2 and 3.

Set 5	2012 Baseline	2013 Year 1	2012 Baseline	2014 Year 2	2012 Baseline	2015 Year 3
Productive Dialogue	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**	**Mean**	**Mean, t-test(degrees of freedom), p value**
Productive dialogue is an important skill for learning science and/or mathematics	4.10	4.45, t(41)=3.344, p=.003**	4.08	4.50, t(35)=3.25, p=.003**	4.10	4.71, t(20)=4.240, p=.000***
Productive dialogue is not as essential a skill in STEM instruction as it is in language arts. (negative wording)	2.36	1.90, t(41)=2.883, p=.006**	2.31	1.77, t(34)=3.62, p=.001***	2.24	1.76, t(20)=2.351, p=.029*
I feel confident instructing my students with strategies for productive dialogue to enhance learning in science and mathematics.	3.49	4.15, t(41)=5.112, p=.000***	3.33	4.33, t(35)=6.96, p=.000***	3.52	4.62, t(20)=5.319, p=.000***

***significant at p<0.05; **significant at p<0.01, ***p<0.001**

In Table 7, significant changes in responses to the first and third statements illustrate beliefs about the importance of and confidence with productive dialogue in the teaching and learning of science and mathematics. The second statement (negatively worded) with slightly decreasing means again reflects an unexpected result. With very little change in means and a decrease in significance, it is again hypothesized that teachers were confused by the negative wording. It is therefore difficult to assign validity to this item.

Documenting teachers' reported frequency of classroom implementation of DL strategies is more illustrative in the form of Table 8 below. The dramatic increase in daily use is correlated to the absence of teachers who report never employing the strategies in the last two years of the program. In 2015, all surveyed teachers report implementing DL strategies no less than once a week, with 64 percent of respondents using strategies daily.

Table 8. Frequency of DL strategies implementation

Frequency of use %	**2012 (n=86)**	**2013 (n=46)**	**2014 (n=48)**	**2015 (n=25)**
never	14	2.2	0	0
1/semester	14	2.2	4.2	0
1-2/month	40.7	15.2	10.4	0
1-2/week	23.3	56.5	45.8	36
daily	8.1	23.9	39.6	64

Finally, IQ-MS teachers' increase in level of satisfaction with their current understanding and implementation of STEM lessons and units is reported in Table 9 below. As in previous tables, the increase in satisfaction can be interpreted as testimony to the success of the IQ-MS program.

Table 9. Satisfaction with personal understanding and implementation of STEM lesson/units

Level of Satisfaction % frequency	2012 n=86	2013 n=46	2014 n=48	2015 n=25
Very satisfied	1.2	11	20.8	48
Satisfied	10.5	43.5	22	48
Neutral	52.3	37	10	0
Unsatisfied	22.1	6.5	3	0
Very unsatisfied	14	2.2	3	4

Sustainability. The IQ-MS leadership constructed additional items for the teacher attitude survey to be administered for final two years of the study. Focused on the sustainability of IQ-MS and the continuation of disciplinary literacy in schools through teachers' collaboration and outreach, these items are centered on continued learning, sharing and dissemination of program content and methods. Results for this section of the survey, reported in Tables 10 -12 below, provide evidence for teachers' commitment to continue the program beyond the three years of the Specialists' on-site support. The majority of responses fell in the “strongly agree” and ”agree” categories for every item, with the percentage of those in ”strongly agree” increasing from Year 2 to Year 3. The only exception is for statement 6, "I regularly share my learning with others in the IQ-MS project through collaboration using Edmodo." Teacher interviews revealed that Edmodo was not commonly used for collaboration for a number of reasons including local technology issues, personal time constraints or frustration with the inefficiency of the Edmodo program. In comparison, increases in agreement between years 2 and 3 for items 3 and 7 illustrate the rising popularity of the Virtual Library for learning and sharing, which, according to one interviewee, "exploded" over the past year. Also, responses to items 1 and 2 indicate strong agreement that video recording for collaborative discussions led by Specialists to facilitate implementation of DL strategies, a regular feature of the Specialists' on-site professional development program, is valued by teachers.

Finally, the high ratio of responses in the 'strongly agree' and 'agree' categories attest to teachers' positive feelings about DL and their personal commitment to disseminate the IQ-MS work on disciplinary literacy.

Table 10. Frequency percentages for Sustainability items on Teacher Attitude Survey Years 2 and 3: Learning

Learning		**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
1. Analyzing video of my own teaching with my IQ-MS Specialist helps me implement Disciplinary Literacy strategies.	Year 3(n=26)	35.6	38.5	3.9	11.5	11.5
	Year 2(n=48)	16.3	40.8	22.5	20.4	0
2. Analyzing video of others' teaching with my colleagues and IQ-MS Specialist helps me implement Disciplinary Literacy strategies.	Year 3	30.8	38.5	15.4	7.7	7.7
	Year 2	16.3	49.0	22.5	12.2	0
3. I learn about successful practice with Disciplinary Literacy from others by viewing lessons in the IQ-MS Virtual Library.	Year 3	30.8	26.9	19.2	23.1	0
	Year 2	6.1	46.9	20.4	24.5	2.0
4. I regularly learn from others in the IQ-MS project through collaboration using Edmodo.	Year 3	11.5	26.9	19.2	34.6	7.7
	Year 2	10.4	35.4	10.4	37.5	6.3

Table 11. Frequency percentages for Sustainability items on Teacher Attitude Survey Years 2 and 3: Sharing

Sharing		**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
5. I share my learning about Disciplinary Literacy with others through Edmodo.	Year 3(n=26)	15.4	26.9	11.5	38.5	7.7
	Year 2(n=48)	8.3	33.3	18.8	33.3	6.3
6. I regularly share my learning with others in the IQ-MS project through collaboration using Edmodo.	Year 3	7.7	26.9	15.4	42.3	7.7
	Year 2	10.4	41.7	12.5	35.4	0
7. I share my successful practice with Disciplinary Literacy in my classroom by submitting video lessons for the IQ-MS Virtual Library.	Year 3	42.3	42.3	3.9	3.9	7.7
	Year 2	10.2	55.1	10.2	20.4	4.1
8. I share my learning about Disciplinary Literacy with others through school PLTs.	Year 3	38.5	46.2	3.9	11.5	0
	Year 2	2.1	8.3	12.5	58.3	18.8
9. I share my learning about Disciplinary Literacy with others in my district and region.	Year 3	34.6	50.0	0	15.4	0
	Year 2	4.3	17.0	4.3	57.4	17.0
10. I share my learning about Disciplinary Literacy with others at state and national conferences.	Year 3	26.9	30.8	7.7	30.8	3.9
	Year 2	10.6	44.7	14.9	21.3	8.5

Table 12. Frequency percentages for Sustainability items on Teacher Attitude Survey Years 2 and 3: Disseminating

Disseminating		**Strongly agree**	**Agree**	**Uncertain**	**Disagree**	**Strongly disagree**
11. Disseminating the IQ-MS work on Disciplinary Literacy is important.	Year 3(n=26)	46.2	42.3	11.5	0	0
	Year 2(n=48)	24.5	53.1	22.4	0	0
12. My role in disseminating the IQ-MS work on Disciplinary Literacy is important.	Year 3	38.5	46.2	15.4	0	0
	Year 2	25.5	53.2	21.3	0	0

Measure1c. Levels of Use Teacher Interviews

In another measure of the effect of disciplinary literacy strategies on instructional practice, three research site schools were randomly selected from the five participating regions for the initial set of on-site interviews conducted by a BSCS evaluator in March 2013. After one school withdrew from the project, another was selected for participation in the interviews conducted in February 2014 (year 2) and March 2015 (year 3). The Levels of Use (LoU) Branching Interview protocol (Loucks, Newlove & Hall, 1975; Hall, Dirksen & George, 2006) was selected for the interviews. As a scripted, focused interview protocol, this instrument provides consistency in data collection and helps determine teachers' level of use of DL strategies through eight stages from nonuse to renewal. In addition, the interview protocol provides valuable data to triangulate with the observational and survey data addressing the research questions. Table 12 below describes the 8 Levels of Use.

Table 13. Levels of Use of the Innovation

Users	VI	**Renewal:** State in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.
	V	**Integration:** State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.
	IVB	**Refinement:** State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.
	IVA	**Routine:** Use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.
	III	**Mechanical Use:** State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.
Nonusers	II	**Preparation:** State in which the user is preparing for first use of the innovation.
	I	**Orientation:** State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.
	0	Nonuse: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.

Source: From *Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters* (pp. 171-195) by S. F. Loucks, B.W. Newlove and G.E. Hall, 1975: Austin: the University of Texas at Austin, Research and Development Center for Teacher Education.

Levels of Use are first distinguished between non- users (0-II) and users (III-VI). Users are then categorized in five stages progressing from mechanical use (III) to routine through refinement of the innovation to integration and finally to renewal, in which users go beyond the innovation to evaluate and explore new goals. Each level represents the teachers' increasing comfort and confidence with an innovation. Of course, this is not always a definite progression, and ratings may vary with the teacher's position with the innovation at the time of the interview.

In 2013, four teachers at each of the selected schools were randomly identified for the LoU interviews. In addition, an administrator and the IQ-MS specialist from each school were informally interviewed, classroom observations were conducted when time allowed, and photos were taken to document the visits. Following the 2012-2013 academic year, School C withdrew from the study and another treatment school, D, was randomly selected as a replacement. After educator retirements and transfers, 4 of the original 12 teachers interviewed in 2013 participated in interviews 2014 and 2015. Two replacement teachers from School B and 4 from School D were interviewed in the subsequent years. Table 13 below lists the LoU ratings for all three years of the study.

Table 14. Cumulative LoU ratings for IQ-MS teachers Years 1-3

IQ-MS LoU Ratings				
Interviewee	*Course*	*2013*	*2014*	*2015*
A1	6M/S	IVB	IVB	V
A3	M	IVB	V	VI
B3	7M	IVB	IVB	IVB
B4	7S	IVB+	VI	IVB
B5	M	x	III*	IVB
B6	6S	x	IVB+	IVB
D1 new 2014	7M	x	III-	III
D2	7S	x	V	V+
D3	8M	x	V	IVB
D4	6S	x	V+	V

Associating the theory and practice of Disciplinary Literacy as the 'innovation' to be measured, teachers' responses to the LoU interview questions were matched to behaviors associated with criteria for the Levels of Use on Table 14 above. Descriptions of the participants' Levels of Use for implementation of Disciplinary Literacy follow.

Interestingly, all four teachers interviewed in Year 1 were initially rated at Level IVB Refinement. Through the duration of the project, they remained at this level or moved to Level V and/or VI. It is notable that they had progressed through Level III, Mechanical Use and Level IVA Routine to IVB Refinement within the course of a single school year. This rapid development can be attributed to the on-site presence of Specialists and the positive relationships they built with the IQ-MS teachers. By the conclusion of the 3-year IQ-MS program, one teacher in this group

exhibited behaviors consistent with Level V Integration and another reached Level VI Renewal, the highest level of implementation.

Two teachers interviewed for the first time in Year 2 attained a rating of III, Mechanical Use, and reported implementation of DL strategies supported by the local IQ-MS specialist. Level III teachers revealed their emphasis on personal learning and mechanical attempts at implementation that did not necessarily extend to attention to their students' learning. In terms of DL, these teachers exhibited little knowledge or understanding of the strategies, used them infrequently, and felt that incorporating strategies into instruction was, at this point, "not seamless." They tended to rely on "the ones that worked" in their classrooms and were reluctant to try additional strategies. Some interviewees blamed their students for hesitancy in developing skills in implementing DL. Students were deemed "not ready," "unable to follow directions" or conduct themselves appropriately. Thus the Level III teachers appeared to lack desire and/or confidence in their ability to implement the strategies in the classroom, and some admitted that they "needed guidance" from the Specialist. However, by the final year, only one teacher remained on Level III, stating that the 'clientele' in this 'underachieving school' did not understand basic math concepts and could not read well. Thus it was considered difficult to, "walk the fine line to implement 'higher level' strategies when trying to teach basic facts." The teacher did admit, however, that participation in DL strategies was more helpful for students' learning than memorization of facts.

In Year 3, two previously rated IVB teachers remained at that level, and two exhibited characteristics of Levels V or VI. The teachers rated at IVB, the stage at which one has progressed from mechanical and routine use to refinement, described varying the use of DL strategies to adjust their impact based on knowledge of their students and efficacy of the strategies. A replacement teacher from School B was rated at IVB+. This IVB+ score indicates that the teacher exhibited a high degree of the characteristics of IVB and was beginning to discuss DL with their colleagues, the distinctive element of the next level V.

Level IVB teachers articulated their refinement of DL implementation by revealing an understanding of a wider range of strategies. They were also seeking additional information about DL from the Specialist and perusing additional resources. They recognized the need to adapt strategies to meet the needs of students and classroom situations. "I am driven by what my kids need." They make templates, explain examples of how strategies are adapted, and describe their plans for changes and adjustments. One teacher noted that her goal is to have students master "explanation rather than memorization" through participation in DL strategies. Of note here is the change from emphasis on one's personal learning and control to student-centered learning.

According to the Levels of Use protocol, Level V, Integration, is represented by users' development of more *structured collaboration with colleagues* "to achieve a collective impact on clients." One teacher from School A moved from Level IVB to V and then to VI, and, notably, three of the four interviewees from replacement School D were rated at level V or V+ for both years. Considering educators' relative isolation in classrooms, reaching Level V represents extra effort. A high level of continued refinement of DL implementation is seen in teachers' critical assessment of each strategy's effectiveness, linking student learning to test scores, and enhancing as many lessons as possible with DL strategies. "The more I use them, the more I tweak them." The strategies "help students as tools to understanding." The emphasis on "intentional planning" is clear.

Most important, combining efforts with colleagues takes Level V teachers out of their classrooms into wider venues to share their knowledge and understanding with other educators.

Credit is given to the Specialists who presented opportunities for teachers to present DL strategies in school, district and state venues. Those educators who participated in out-of-school meetings and conferences expressed the importance of Specialists' influence in encouraging them to design and deliver professional presentations which normally would have been outside their comfort zones. As a result the teachers felt empowered and gained confidence in their ability to lead others in adoption of DL strategies.

One teacher moved from Level IB+ to VI renewal due to her strong commitment to DL in her classroom and beyond. Anxious for students to “do more reading and writing” in her class, she “went beyond the binder” to seek additional information and guidance from the Specialist. She also reported that she modified strategies to “bring in deeper questions.” For example, she modifies graphic organizers to develop exploration of ideas, not just memorization of definitions, based on her belief that “more student interactions lead to deeper learning.” Extending beyond the classroom, this teacher meets weekly with the Specialist, shares DL information with the grade level team in faculty meetings, and creates video recordings for the IQ-MS virtual library. Her goals include using new or modified strategies daily, sharing DL information with teachers not involved in IQ-MS, extending the strategies from math and science to all content areas and disseminating them throughout the entire school. Of interest, the Specialist at this school reported that this teacher’s students achieved higher than average test scores on the PASS tests.

It should be noted that in the current study, these LoU ratings have not necessarily indicated the breadth of DL implementation. For Year 1, Specialists focused on a few strategies selected from an extensive group of 37 in order to assist teachers to understand, field test, and then incorporate into instruction. The majority of the strategies practiced in Year 1 were focused on developing students’ dialogue skills, a frequently under-utilized, yet essential skill for learning mathematics and science. Year 2 exhibited emphasis on strategies to expand reading and writing skills and deepen critical thinking. It should be understood, however, that 8 of 10 teachers interviewed represented Levels IVB and V and are, by the nature of their rating, refining, innovating, deepening and widening their use of most of the 37 recommended DL strategies for dialogue, reading and writing skills. In Year 3, in an effort to encourage independence, Specialists presented educators with resources and professional development experiences to expand their repertoires of strategies. In addition, a few teachers are independently seeking references on additional DL strategies to meet classroom needs. As educators' proficiency and confidence continue to increase, inclusion and mastery of additional strategies bring deeper dimensions to classroom teaching and learning of science and mathematics as well as foster collaboration with a wider arena of peers.

Discussion of Results

Specialists’ Roles: As in 2013 and 2014, positive relationships between and among teachers, administrators, and Specialists were evident at the schools that we visited. These strong interactions have contributed to general local acceptance of the IQ-MS instructional techniques by stakeholders. Specialists serve as mentors to motivated teachers seeking to expand their skills in implementing disciplinary literacy strategies. In addition, their goal is to encourage and support teachers who are hesitant or reluctant to incorporate DL into their classrooms. As voiced by one Specialist, their basic responsibilities include planning, observing, coaching, coordinating, mentoring, and training. Through the course of the IQ-MS program, Specialists intentionally developed teachers' independence by steadily removing supports while

encouraging their differentiated implementation of strategies, planning and development of lessons for the Virtual Library, and designing and conducting professional development sessions at local, district, state and national conferences. Teachers expressed gratitude for the continuing support of the school-based Specialists and freely consulted with them in efforts to improve their competence in DL strategy implementation related to their students' mathematics and science achievement.

Administrators' Roles: Interviews with administrators at treatment schools highlight the importance of administrative support in the integration of DL strategies within classrooms. All administrators who were interviewed expressed both deep understanding and strong advocacy of disciplinary literacy and the impact of the IQ-MS program on their educators and students. With such school-wide advocacy of DL, the potential for successful implementation is strengthened.

School contexts: Local school contexts exert an influence on the success level of IQ-MS efforts in treatment schools. It was frequently noted by teachers, Specialists, and administrators that new curricula such as the Digits math program, changing state standards, the presence of the TAP program, and introduction of new standardized testing have affected teachers' work by adding new requirements for performance. Thus time is an issue for those who desire to seek, learn, and perfect the use of DL strategies in the classroom. Thoughtful teachers see congruencies between and among the 3 entities, but often DL strategies, Common Core standards, and the Digits curriculum are regarded as separate requirements that increase instructional burden on teachers. Additionally, depending on local context, the TAP/DL interface can either be an instructional impediment or an advantage for science and math educators. In some cases the stringent demands of TAP place additional demands on teachers' time and may negatively impact opportunities for planning and implementing DL strategies. In one school, however, the TAP Lead Teacher and IQ-MS Specialist collaborated to combine DL and TAP strategies so both teachers and students interact with strategies across grade levels and content areas.

Finally, schools' organizational structure can affect teachers' ability to meet and collaborate on extending their mastery of DL strategies. As an example, the Levels of Use interview ratings for some teachers were affected by opportunities for sharing that are presented within the school. The difference between Level IVB Refinement and Level V Integration is based partially on "using the innovation with related activities of colleagues." If the school does not provide meeting times such as grade level meetings for teacher collaboration, opportunities to share are restricted to hallway or after school conversations. Specialists thus offer an essential service in their one-on-one sessions with IQ-MS teachers. Where local and district and state meetings are organized, opportunities for IQ-MS teachers to disseminate information about the program are rich. Conferences such as the district Instructional Fair inspired Specialists to be instrumental in developing teachers' confidence and facility in designing and conducting IQ-MS sessions that empowered them to 'spread the word' about the effectiveness of DL and ensure its sustainability beyond the years of IQ-MS funding.

Conclusions

In the big picture, data from the three years of RTOP observations, teacher surveys and LoU interviews indicate that implementation of disciplinary literacy strategies is exerting a positive impact upon mathematics and science instruction in the IQ-MS treatment schools. Continued

strong administrator/Specialist/teacher associations observed in the schools serve to strengthen the potential for improved students' math and science achievement in treatment populations.

Despite challenges, collaboration between and among IQ-MS and non-IQ-MS teachers has increased at treatment schools so that the strategies are extending beyond math and science content areas and classrooms to other content areas, as well as from IQ-MS science and math teachers to those not receiving support.

IQ-MS teachers are also extending their influence by disseminating their knowledge of strategies to school faculty meetings, to presentations at events such as the district, state and national conferences, as well as contributing exemplary videos for the Virtual Library. The steady, concerted efforts of the IQ-MS leadership have guided Specialists to enact program guidelines and to reach their anticipated research aims of:

- Evidence of regular, self-directed teacher use of disciplinary literacy strategies in classroom practice
- Teacher reports of advocacy regarding the use of disciplinary literacy strategies

Thus, strong evidence from multiple sources supports the program's accomplishment of the anticipated final innovation aim of "A functional community of support in each S^2TEM Center's region able to sustain STEM education efforts including IQ-MS."

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Teach For America – South Carolina	**Address**	1807 Cherokee Road Florence, SC 29501

2015-16 EIA Appropriation	**$3,000,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$3,000,000**

Program Contact	Charles McDonald	**Organization**	Teach For America – South Carolina
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Description of Program:

Teach For America is the national corps of outstanding recent college graduates and professionals who commit to teach for at least two years in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity for low--income students. Our mission is to enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence.

- ENLIST : We recruit remarkable and diverse individuals to become teachers in low-income communities. They commit to teach for at least two years and are hired by our partner public schools across the country. During these two years they are called corps members.
- DEVELOP: We train and support corps members in the practices of great teachers and leaders. With hard work, perseverance, and strong partnerships with their students' families and communities, corps members can drastically increase the opportunities available to their students in school and in life.
- MOBILIZE: Corps members don't just teach their students, they learn from them. At the end of two years, they use those lessons to choose their path forward. Many stay in the classroom. Others move into politics, school leadership, nonprofit work, advocacy, and more. All of their paths matter because together they form a network – connecting, expanding, and strengthening the movement to give all children access to a great education.

Since 1990, Teach For America has grown to include more than 50,000 corps members and alumni. We are now one of the nation's largest providers of teachers for low-income communities, and are simultaneously building an expanding force of leaders who work from inside and outside of the education system to ensure that all of our nation's children have the opportunities they deserve.

Teach For America launched our efforts in South Carolina in 2011 with just 30 teachers, and we have worked diligently to support highly qualified teachers throughout our state over the last four years. This year alone, Teach For America-South Carolina has provided 160 teachers, working in 14 districts across 12 counties. Ninety percent of our teachers are leading classrooms in rural communities.

Teach For America – South Carolina's mission is to provide South Carolina with a pipeline of talented, dynamic, and diverse leaders, with a vision that one day every child in South Carolina will have the opportunity to attain an excellent education. In the short term, our corps members will lead their students to make dramatic academic gains, putting them on the path toward future success. In the long-term, our alumni will continue to lead classrooms, work in district and school administration, in policy, and throughout a variety of sectors within our state.

We are committed to not only attracting talented leadership to the state, but also to inspiring South Carolina's greatest resources, its people, to remain here working to improve our students' futures.

This objective originates in recognition of South Carolina's need for an educated and effective workforce. Teach For America – South Carolina is committed to supporting our communities' students, as they represent the future workforce which will drive our state's economy. To that end we have committed approximately thirty-six percent of our current teaching cohort to STEM subjects.

In the coming year we are striving to support our corps members, our partner districts, and our alumni as they take on the immense responsibility of educating students within our state. This will be achieved through a special focus on providing leadership development, building on our commitment to diversity, providing targeted support to our STEM, special education and early childhood education corps members, and creating community partnerships.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws:

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

Regulation(s):

B. Other Governing Guidelines

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

x	Yes	_____	No

If yes, please describe: Teach For America – South Carolina is governed by a resolution set forth by the State Board of Education on October 13, 2010.

Program Description

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

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

3. Goals

What are the primary goals of the program?

Goals	
1	Increase the number of homegrown and diverse – of background and experience – candidates for our incoming cohort of teachers
2	Attract and retain more alumni of our program in classroom and educational leadership
3	Partner with the state department of education and our districts to measure the student-level academic achievement
4	Improve special education services through targeted professional development
5	Partner with STEM leaders to attract and retain STEM teachers and innovative education programs

4. Strategies

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

Fiscal Year 2014-15		
Strategy		**Progress** (completed, in progress, not begun)
1	Partner with national recruitment team to begin to build networks within South Carolina colleges and universities.	Completed
2	Conduct a talent search for a Manager of Alumni Engagement to focus on building alumni relationships.	Completed
3	Pilot data partnerships with placement school districts to share information, particularly around student achievement data and teacher effectiveness.	Ongoing
4	Create a cohort of special education corps members, led by a Manager, Teacher Leadership Development, in order to share best practices and cultivate a network of peers within the special education community.	Completed
5	Identify strong STEM community partners to support our STEM work and prioritize the development of our STEM corps members.	Ongoing

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Launch a regional recruitment initiative, called RiseSC. RiseSC candidates are individuals who are from, attend/attended college in, or are currently living in South Carolina. RiseSC corps members have an opportunity to have a profound, additional impact on their students based on shared background; and invest their local networks in the broader movement for educational equity. Through our RiseSC initiative, we will build partnerships across the state, primarily on university and college campuses, to increase the number of corps members with ties to South Carolina serving in high-need and rural communities, and fuel a long-term commitment to educational excellence in South Carolina. Manager, Community & District Engagement will partner with local colleges and universities to recruit top campus leaders to increase the number of students applying to join Teach For America. RiseSC leaders will be encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process. Upon acceptance, Teach For America-South Carolina will work to ensure RiseSC leaders accept their offers through a robust matriculation campaign that will leverage staff, current corps members, school and district partners, and alumni to reach out to build relationships and answer questions.	In progress
2	Manager, Alumni Engagement will primarily focus on building relationships with our alumni working in education to identify opportunities to support their long-term leadership in South Carolina. The Manager, Alumni Engagement will also meet with all of our second year corps members to prepare them for the next step in their career and encourage them to remain in education in South Carolina after their two-year commitment. Manager, Alumni Engagement will conduct ongoing touch points with our alumni, including one-on-one meetings, group meetings, phone calls, events and newsletters. We will track the number of our alumni who complete the alumni survey as a measure of their involvement with Teach For America – South Carolina. We will also host four alumni events throughout the 2015-2016 school year. Responses from the alumni survey and these engagement touch points will inform the creation of a forward thinking alumni strategy to retain alumni in the state and identify pathways to leadership opportunities they are interested in pursuing.	In progress

3	Maintain and expand data partnerships with placement school districts to share information, particularly around student achievement data and teacher effectiveness.	In Progress
4	Continue Diverse Learners initiative in order to best support the students we serve with special needs. Special education corps members will receive targeted professional development and training on research-based best practices, led by Teach For America staff as well as external content experts within the education community in our state.	In progress
5	Strengthen existing STEM partnerships and cultivate new partnerships to broaden the impact of our STEM footprint in South Carolina. Explore computer science based learning opportunities for students and corps members.	In progress

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	The number of corps members with ties to South Carolina.	Ongoing
2	Build a pool of diverse talent to fill the Manager, Alumni Engagement role.	Completed
3	Identify placement districts for pilot data partnerships.	Completed
4	The extent to which our special education corps members feel supported and connected to a broader network of special education teachers, and have an impact on students.	Ongoing
5	The STEM partnerships we build and the percentage of STEM corps members.	Ongoing

Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	The number of RiseSC corps members. RiseSC candidates are individuals who are from, attend/attended college in, or are currently living in South Carolina	We will increase the percentage of RiseSC corps members on a yearly basis, working towards fifty percent of our incoming corps by 2020.
2	The number of actively engaged alumni in our state.	We aspire to have at least 250 actively engaged alumni by 2016. Our Manager of Alumni Engagement will engage with one hundred percent of second-year corps members and sixty five percent of alumni. Additional goal: • Host four quarterly events led by Teach For America-South Carolina alumni
3	Maintain existing data partnerships, and create additional partnerships, by stewarding strong district relationships.	Our goal is to create a data partnership with each district by 2017.
4	The extent to which our special education corps members feel supported, connected to a broader network of special education teachers, and impact on students.	Continue to increase the satisfaction and leadership index of special education corps members.
5	The STEM partnerships we build and the percentage of corps members teaching STEM subjects.	We plan to leverage existing and build new STEM partnerships this year.

6. Outcomes

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

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

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

Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**

1	Eighteen percent of incoming corps members had ties to South Carolina. This represents an eight percent increase from the previous year's incoming corps.	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both in and outside the classroom. Corps members with ties to South Carolina are up to four times more likely to continue their career in education in South Carolina, creating a long-term impact for our students. Furthermore, alumni who share the racial and/or economic backgrounds of our students can also be particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change.
2	Over 160 Teach For America alumni were living in South Carolina last year. Sixty-six percent of these alumni were still working in the field of education.	By supporting our alumni, Teach For America- South Carolina can continue to mobilize a talented group of leaders to positively impact change in education throughout South Carolina communities.
3	Teach For America- South Carolina built data-sharing partnerships with Colleton County School District and Florence School District 3 districts.	Strong assessments and data allow us to measure our impact towards preparing students to be South Carolina graduates.
4	Last year, 28 corps members taught in a special education classroom. This group of teachers participated in targeted, content-specific professional development. Additionally, the Manager, Teacher Leadership Development for this cohort planned and executed our first Special Education Retreat in which corps members built relationships with one another, learned from the experiences of their peers, and heard from experts in the special education field. At the end of the year, this group of corps members had some of the highest programmatic satisfaction out of our entire corps.	We seek to provide and expand access to world class knowledge, skills, and characteristics to all students in South Carolina, including those with special needs.

5	Thirty-six percent of corps members led STEM classrooms last year. Teach For America-South Carolina pioneered a unique partnership with Google CS First, in which 15 corps members led computer science after school clubs that reached approximately 400 students. By giving students access to computer programming knowledge and skills, corps members helped set students on a path towards the growing STEM workforce in South Carolina. In addition to our partnership with Google, one corps member taught an engineering class and several led robotics clubs with their students.	The educational disparities that currently exist in our state unfairly limit the life opportunities for South Carolina's children living in poverty. According to KidsCount data released by the Annie M. Casey Foundation, by the eighth grade, seventy-two percent of South Carolina students are not proficient in math. This directly correlates to South Carolina's lack of a strong candidate pipeline for STEM-based jobs. Many of our students leave high school unprepared to enter the STEM workforce or attend college to pursue a STEM career after graduation. By prioritizing world class knowledge, particularly in STEM subjects, we seek to change this outcome for South Carolina students.

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	This year, twenty-three percent of our incoming corps members have ties to South Carolina. We aspire to increase the number of RiseSC corps members on a yearly basis.	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both in and outside the classroom. Corps members with ties to South Carolina are up to four times more likely to continue their career in education in South Carolina, creating a long-term impact for our students. Furthermore, alumni who share the racial and/or economic backgrounds of our students can also be particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change.
2	We have grown from approximately 70 alumni in 2011 to over 220 Teach For America alumni living in South Carolina, and will continue growing this number. Teaching remains the most common profession among our alumni, with 150 alumni continuing to teach. Ninety percent of our alumni work in roles impacting education or low-	By supporting our alumni, Teach For America- South Carolina can continue to mobilize a talented group of leaders to positively impact change in education throughout South Carolina communities.
3	This year, we have continued our data partnerships with two districts.	Strong assessments and data allow us to measure our impact towards preparing students to be South Carolina graduates.

4	Twenty-five corps members are currently teaching special education. These corps members will receive targeted professional development throughout the school year through our Diverse Learners Initiative and we will build upon the successes of last year's special education cohort.	We seek to provide and expand access to world class knowledge, skills, and characteristics to all students in South Carolina, including those with special needs.
5	Thirty-six percent of our corps members are leading STEM classrooms. Teach For America - South Carolina will continue our partnership with Google CS First, launch a partnership with InTech and the National Center for Women in Technology to increase access to computer science among girls, and lead a presentation at the 2015 SC Summit on STEM Education (summit focuses on increasing diversity in STEM education in South Carolina). Teach For America - South Carolina and the National Science Foundation have partnered to support four corps members in leading an elective Computer Science course during the 2016-1017 school year.	The educational disparities that currently exist in our state unfairly limit the life opportunities for South Carolina's children living in poverty. According to KidsCount data released by the Annie M. Casey Foundation, by the eighth grade, seventy-two percent of South Carolina students are not proficient in math. This directly correlates to South Carolina's lack of a strong candidate pipeline for STEM-based jobs. Many of our students leave high school unprepared to enter the STEM workforce or attend college to pursue a STEM career after graduation. By prioritizing world class knowledge, particularly in STEM subjects, we seek to change this outcome for South Carolina students.

7. Program Evaluation

A. Outcomes

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

We define education excellence as students gaining more than one year of academic growth in one school year. We will use valid assessments such as state standardized tests, the Measurement of Academic Progress, and the Gates-MacGintie Assessment to measure student growth. We will use customized databases that track our recruitment and placement targets, as well as to track our alumni work including interactions, motivations, barriers, and action steps toward building alumni leadership across the state.

B. Implementation

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

South Carolina high-need and rural schools are facing a teacher shortage crisis and a challenge in education equity. The health and wellness of our state relies on high-quality teachers who believe all students can achieve educational excellence. For the past four years, South Carolina districts and schools call upon Teach For America as a source of strong talent, and we've seen tremendous progress. This past school year, approximately 20 corps members won school or district-level awards for their outstanding impact with students. Additionally, the South Carolina AmeriCorps member of the year was a corps member.

Today, we currently have 160 Teach For America – South Carolina corps members leading classrooms that impact over 10,000 students each day. We are actively working to increase the percentage of local leaders to join our program through our RiseSC recruitment initiative. Corps members with ties to South Carolina are up to four times more likely to stay and work in education in our state after their two-year commitment. Our district partners are requesting more homegrown and diverse talent to lead critical-need subject areas like STEM in order to meet the unique needs of students living in poverty.

Four years in, we're contributing to real progress for children, schools, and communities. Our district partners see us a vital leadership pipeline for talented individuals entering classrooms across our state and as a valued partner in the work for educational excellence in South Carolina. According to a 2014-2015 Teach For America- South Carolina school principal survey, ninety-six percent of school principals would hire a Teach For America corps member for a vacant position, eighty-five percent agree they are satisfied with corps members teaching at their schools, and over eighty-five percent would definitely recommend hiring a Teach For America corps member to a fellow school leader. We look forward to continuing to provide our schools and districts with a talented, diverse pipeline of leaders to serve students throughout South Carolina.

C. External Evaluation

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

_____ Yes _____x_____ No

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

To date, we have not had an external evaluation of our program in South Carolina. However, Teach For America is one of the largest and most studied teacher-preparation and educational-leadership development organizations in the country. The document linked here offers and overview and summary of existing research: https://www.teachforamerica.org/sites/default/files/what-the-research-says.pdf

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

The impact of this depends on timing of the decision and reductions. If our EIA contribution were reduced by five percent or ten percent, we would implement an internal review of our budget expenditures on a monthly basis and identify cost savings in every possible area. A cut of this magnitude would likely mean that we would launch an expansive effort to partner with additional private donors to expand our base of support to close the gap in our operational funding to ensure we are not faced with the difficult decision of eliminating programs or services for our corps members in classrooms. The worst case scenario would be to downsize the number of teachers that we bring to the state, thereby decreasing the number of schools and districts we are able to partner with.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

No.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

No.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$3,000,000	$3,000,000
General Funds	-	-
Lottery Revenues	-	-
Fees	-	-
Other		
Individual Giving	$49,428	$100,000
Corporate Giving	$118,500	$150,000
Foundation Giving	$206,750	$150,000
State AmeriCorps	$316,460	$288,000
District Investment	$902,500	$640,000
Revenue from our national organization	$463,723	$169,898
Carry Forward from Prior Year		
TOTAL:	**$5,057,361**	**$4,497,898**

Expenditures	2014-15 Actual	2015-16 Estimated
Teacher Recruitment, Selection and Placement	$485,239	$436,010
Pre- service Training and Preparation	$516,540	$398,268
Teacher Development and Support	$1,431,861	$1,559,839
Alumni Support	$126,792	$136,453
Management and Administrative	$192,082	$162,070
Fundraising	$247,485	$307,361
Balance Remaining		
TOTAL:	$3,000,000	$3,000,000
# FTES:	21 in SC	21 in SC

11. Future EIA Funding Requests

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

_____x_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$_____

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

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OCSD5

SUCCESS FOR STUDENTS

OCSD5's top teacher wins car for a year

AUGUST 11, 2015 12:45 AM • BY DIONNE GLEATON T&D STAFF WRITER

Autumn G. Coulter likes the idea of being able to drive a new 2015 Toyota Camry for a full year as the 2015-2016 Orangeburg Consolidated School District 5 Teacher of the Year, but it's more than that for her.

The soft-spoken fourth-grade teacher simply loves her students and wants to see them grow.

"My ultimate goal is just to build a community of learners that are great citizens of the world. I want them to be successful and do great things themselves. It's about teaching them how to be lifelong learners and to have great character," Coulter said.

The Richmond, Virginia, native's strong work ethic and earnest concern for her students at Sheridan Elementary School has propelled her to District Teacher of the Year.

"It's just my hard work, my love for my students and the relationships that I've built with them that have led me to be in this position. I'm just at a loss for words, but I'm so honored and blessed to be District Teacher of the Year," Coulter said.

Coulter's win was announced during the district's opening session to kick off the 2015-2016 school year. The session was held Monday morning at New Mount Zion Baptist Church in Orangeburg.

The district introduced its teachers of the year for each school, along with the 2015-2016 OCSD 5 Teacher of the Year, during the session.

For the first time this year, the District Teacher of the Year was presented with the keys to a new car from Jimmy Jones Toyota. The announcement came as a surprise to the teachers and staff in attendance, who erupted in thunderous applause and cheers after learning the news.

When Coulter's name was called as this year's winner, she was bombarded by hugs and kisses, including a big one which her husband, Artis, planted on her cheek.

"I am so proud of her. We've been on our toes for the last month now, and she was just

hoping she had won. I was like, 'Baby, you won. Don't worry about it. We've already spoken it into existence,' " Artis said.

Coulter earned a bachelor's degree in interdisciplinary studies from Virginia Tech, where she also earned a master's degree in elementary education.

She is part of the Sheridan Elementary Parent-Teacher-Student Association and was a part of Teach for America from 2011 through 2013. TFA is a nonprofit organization which recruits college graduates to teach for at least two years in urban and rural communities throughout the nation.

Coulter, who was Sheridan Elementary's 2015-2016 teacher of the year, is looking forward to getting back to the classroom, where she will be teaching fourth-grade English/language arts.

"This will be my fifth year teaching in the district. I started here back in 2011 with Teach for America. I stayed in my placement school at Sheridan. I'm looping up with my students I had last year," said Coulter, who has actually been with the same group of students since second grade.

"I'm hoping that I can finish out the fifth grade with them as well," the honoree said.

She has said that teaching has been in her blood since age 4. Now, she can't wait to share the good news of her achievement with the students who she says matter most.

"I can't wait to see them. When it was announced I was a teacher of the year finalist for my school, they just screamed," she said.

Sheridan Elementary Principal Sammie Gordon said, "I'm very proud of her. This is actually my first year at Sheridan, so I didn't get a chance to actually work with her on last year. But from what I heard from her colleagues and how successful she's been in the classroom, I'm looking forward to some great things for her this upcoming school year."

With a smile, Gordon added, "I told her I might need to get the first test drive on the car."

DaBetta E. Smith of Brookdale Elementary School was last year's District Teacher of the Year.

"I have some big shoes to fill. I'm just real excited to hopefully learn from her and do the best job I can," Coulter said.

Smith, the district's resident expert on literacy, said she was grateful for last year's honor and looks forward to another successful school year.

"All I ever desired was to be able to do what I love doing and that I've been called to do, and that's teach," said Smith, who thanked those who contributed to the success of her teaching career, including her parents and first-grade teacher.

She added, "It's has been an exciting year. … As we all embark on a brand-new school year, I challenge each of us to live each day with purpose, on purpose and watch our children soar."

OCSD5 Superintendent Dr. Cynthia Wilson thanked Jimmy Jones Toyota of Orangeburg for

their contributions to the district, including providing the use of a new car for this year's District Teacher of the Year for the next 12 months.

"We've been working with Jimmy Jones and the Toyota dealership since he sponsored our oratory competition. He was so impressed by the kids and what they were able to do, so he wanted to become more involved," Wilson said.

"At that time, we began to have conversations about what they could do and how they could participate. He really feels passionately about education and our teachers. We just had to ask, and he was more than willing to step in and do this for our Teacher of the Year," Wilson said.

Jones, who was joined by general sales manager Lorenzo Anderson, said he appreciated the work of the district's teachers.

"One thing that I love to hear about is growing the children and realizing that it's not all about grades. What you educators do every day is mold a human being. You mold a person that goes out into the community, and what we get to see in the business world is what their work ethic and character are like," Jones said.

"Thank you. Not only are you grading these kids, but in a lot of cases you're helping raise these kids."

OCSD5 honors teachers of year

Orangeburg Consolidated School District 5 held its opening session Monday to kick off the 2015-2016 school year.

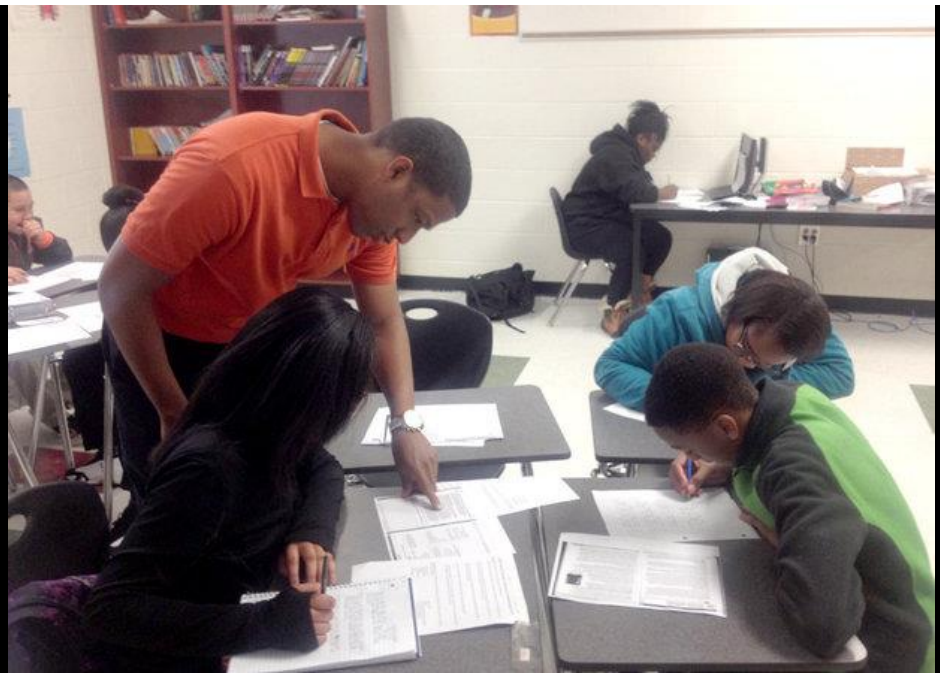
During the session, which was held at New Mt. Zion Baptist Church in Orangeburg, the Teachers of the Year were named from each school, along with the District Teacher of the Year. The winners included: Autumn G. Coulter, Sheridan Elementary School, 2015-2016 District Teacher of the Year; Mary Pent, Dover Elementary School, District Teacher of the Year finalist; Tabitha Johnson, Rivelon Elementary School, District Teacher of the Year finalist; Deloris E. Smith, Mellichamp Elementary School, District Teacher of the Year semi-finalist; Priscilla E. Charley, District Teacher of the Year semi-finalist; Amanda Steinmetz, Brookdale Elementary School; Cynthia Mack-Brown, Whittaker Elementary School; Terrence Gross, Marshall Elementary School; Charlene Y. Foster, Bethune-Bowman Middle/High School; Tracey M. Scoville, The Technology Center; Kevin Watley, Orangeburg-Wilkinson High School; Elaine C. Rice, Bethune-Bowman Elementary School; Lisa B. Benton, W.J. Clark Middle School; Tracy L. Haigler, North Middle/High School and Dhaya Poulouse, High School for Health Professions.

Published to The State on February 16, 2015

Ervolina, Bell: A new service opportunity for SC veterans

BY JOSH BELL AND TIMOTHY ERVOLINA

Guest Columnists February 16, 2015



Donald Petty II, a veteran of the S.C. Army National Guard who teaches sixth-grade social studies through Teach For America, draws on his experience with planning his soldiers' training to write lesson plans and develop long-term goals for his students.

COLUMBIA, SC — Many of us look for ways to give back and help our communities. For military veterans, commitment to service is ingrained. More than 400,000 veterans call South Carolina home, and many of them are choosing national service, through the state's 13 AmeriCorps programs, as a means to strengthen the Palmetto State.

At Teach For America and the United Way Association of South Carolina, we witness every day the tremendous work of veterans who did not hang up their boots when their military careers came to a close. They have within them the will to serve, to be a part of something bigger than themselves. These warriors are finding new opportunities to strengthen and defend their country through national service.

About 100 Teach For America AmeriCorps members have a military background. Part of You Served For America, Now Teach For America — the initiative to put the power of transitioning military veterans and spouses to work in our nation's highest-need schools — these educators bring with them unique leadership skills gained in military training. Skills such as being entrepreneurial and adept in discontinuous environments, exhibiting high levels of resiliency and team-building, and assuming high levels of trust make veterans powerful classroom leaders and colleagues.

Published to The State on February 16, 2015

Donald Petty II is a veteran of the S.C. Army National Guard and currently serves in the U.S. Army Reserves. He is also a sixth-grade social studies teacher through Teach For America. Coming from a low-income background, Donald is motivated by a desire to help students like himself achieve. Donald draws upon his experience with planning training for his soldiers to write lesson plans and develop long-term goals for his students. As he explains: "In my classroom I implement the Army values of honor, selfless service and integrity. In addition to wanting my students to be successful in school, I want them to be positive members of society."

Teaching isn't the only way veterans continue to give back. The United Way Association, which serves as South Carolina's governor-appointed AmeriCorps Commission, partners with the Sustainability Institute to work with veterans who are trained to rehabilitate aging and low-income households in Charleston County. Through this program, the Energy Conservation Corps, veterans help to stabilize budgets and reduce monthly utility costs for low-income families with advanced weatherization and energy-efficient upgrades to older homes. They also restore historic homes using specialized techniques that are increasing energy efficiency while preserving their historic integrity. Their work is making a positive impact on the environment and economy in a community with increasing energy-efficiency needs.

It's critical that we remember that military veterans and families continue to serve long after their discharge papers are given. Communities across our state and country continue to benefit from those who work with National Service organizations. Let's not confine our "thank you's" to just Veterans Day and Memorial Day, but recognize the continued contributions of our military year-round.

If you are or you know veterans who are looking for opportunities to serve South Carolina in other ways, please reach out to the United Way Association at 803-608-1824 or Teach For America-South Carolina at 843-432-4600.

Mr. Bell is executive director of Teach For America-South Carolina; Mr. Ervolina is CEO of the United Way Association of South Carolina and the S.C. AmeriCorps Commission. Contact them at josh.bell@teachforamerica.org or timothy.ervolina@uwasc.org.

Posted to the AmeriCorps National Service Blog on December 3, 2014

Providing Early Computer Science Opportunities to My Students

By Jaishri Shankar

Teach For America AmeriCorps member sets example that opens eyes and minds

As we mark Computer Science Education Week (Dec. 8-14) I've been thinking about my own experiences with the field, and those of my students. Though we're a generation apart, up until now our experiences – or lack thereof – have been largely the same. This must change. Every student deserves early access to the computer science skills that will not only make them competitive in the jobs of the future, but will allow them to literally invent the future.

I grew up fascinated by computers, but like so many students I never had the opportunity to explore how they worked. In the not-so-distant past, when the internet and smartphones were already mainstays in our lives, my schools didn't offer computer science courses. Nine out of ten schools today still don't.

And truth be told, I didn't see many role models who looked like me – an Indian American female – in the field. Just 12 percent of computer science degrees are awarded to women, and students of color take the AP computer science exam at an alarmingly low rate.

This lack of access to computer science educational opportunities, combined with a lack of visible women in the field, led me to one conclusion: computer science wasn't for me.

Now an AmeriCorps '13 corps member through Teach For America, I refuse to let the same mindsets take hold in my students – because to deny my students the chance to grow up to be

whatever they desire is unacceptable. It's my job to equip them with the skills to succeed in whatever path they choose, and for those considering computer science, that path includes top-paying jobs growing at a rate two times the national average.

This fall, along with 11 other Teach For America—South Carolina corps members, I piloted Google CS First in my classroom. Created by the Google Computer Science Teaching Fellows, the program provides free materials, lessons, and strategies for teaching students starting in fourth grade. Their curricular resources mean I don't have to reinvent the wheel in order to provide my students with tangible and engaging computer science experiences.

At the start of the year, computer science was a foreign concept to my students. They didn't know what it was, nor do they know many in the field. They had no idea that computer science explains a lot of what they love, from cartoons to video games to digital designs. And as we introduced computer science into the classroom, they were a bit skeptical to take on such a lofty and complicated subject area. Now they can't get enough of it, and I find myself leaning alongside my students – lesson by lesson filling in the gaps from my own grade school education.

Though Tyler groaned when we started CS First, he has practically become a guru. He helps other students with their work on Scratch and troubleshoots with students who are having difficulties. Carlos receives special services and is placed in a self-contained special education setting. He struggles with schoolwork at a general education level, but in CS First, he thrives and goes above and beyond with both understanding and application of the videos and modules. He helps other students in the class, answers questions on my behalf, and leads the group through the daily reflection and set-up at the beginning of the period.

Computer science has given all of my students the ability to shine in a way that is meaningful to them. Success looks different for each student, but the feeling of satisfaction that accompanies a tangible final product is paralleled in each student as they leave our computer lab with a sense of accomplishment at the end of each session. The same students who began the year dreading computer science are now the same ones asking if we can work on CS First every single day!

Engaging my students in early computer science opportunities is helping to change their conception of what is possible. Before, the professional field wouldn't have been an option for them, simply because they didn't know it existed. By providing early access and role models, we can help change this narrative.

Jaishri Shankar teaches eighth grade science at Kingstree Middle School in Kingstree, SC. She is an AmeriCorps '13 corps member through Teach For America an AmeriCorps program supported by the United Way Association of South Carolina.

Linda O'Bryon
President and CEO
1041 George Rogers Blvd
Columbia, SC 29201
tel: 803.737.3240
fax: 803.737.8298
www.scetv.org
lobryon@scetv.org

etv south carolina

October 1, 2015

Ms. Melanie Barton, Executive Director
SC Education Oversight Committee
PO Box 11867
Columbia SC 29211

Dear Melanie:

Thank you for the opportunity to submit ETV's program and budget information for the EIA funds that were appropriated by the SC General Assembly to SCETV for public education. Enclosed is ETV's 2014-2015 EIA Program Report. The document highlights the programs and services, as well as the budget, with our responses to the 11 questions. ETV's 2015-2016 objectives are to deliver programs and services through ETV's infrastructure, training, the creation and aggregation of education content for use by K-12 schools throughout the state, and provide customer service and infrastructure

SCETV celebrates 57 years of service to South Carolina in September 2015. The statewide television and radio network provides easy access to education services. We produce local content that fosters economic development, celebrates culture and the rich diversity of our state, and we are a national program producer and presenter for television and radio. Our affiliation with PBS and other national producers enable us to bring together the nation's most highly regarded educational content for children.

We are supporting the EOC's focus on the 2020 Vision for South Carolina to improve student reading achievement, increase innovation and transformation of the delivery of public education, and increase awareness of the Profile of the South Carolina Graduate. ETV's years of experience in working with districts and education organizations throughout the state provide effective models to support the EOC's goals.

If you have any questions, please contact me via email at lobryon@scetv.org or at 737-3240.

Sincerely,

Linda O'Bryon
President

enclosure

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	ETV K-12 Public Education and ETV	**Address**	1041 George Rogers Blvd. Columbia, SC 29201

2015-16 EIA Appropriation	$4,829,281	**2014-15 EIA Appropriation (if program funded last year)**	$4,829,281

Program Contact	Linda O'Bryon	**Organization**	SCETV
Contact Title	President	**Address**	1041 George Rogers Blvd. Columbia, SC 29201
Contact Phone	803-737-3240	**Contact E-Mail**	lobryon@scetv.org

Description of Program: ETV enriches people's lives through programs and services that educate our children, engage our citizens, celebrate our culture, and share the discovery and joy of learning.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____ was an original initiative of the Education Improvement Act of 1984

_____ was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014

_____ has been operational for less than five years

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

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

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

___X___ Other (please describe):

2. A. Relevant State Law

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

Code of Laws: ETV's Enabling Legislation – SECTION 59-7-10; SECTION 59-7-20; SECTION 59-7-30; SECTION 59-7-40; SECTION 59-7-50; SECTION 59-7-60

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

1-A.52. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section I, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget.

1A.54. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section I, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

Regulation(s): Content and training that ETV creates and acquires meets state and national standards.

B. Other Governing Guidelines

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

X	Yes		No

If yes, please describe: The SC ETV Commission reviews and adopts the agency's goals, objectives, and strategies.

Program Description

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

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

3. **Goals**
   What are the primary goals of the program?

	Goals
1	Use ETV's state of the art technology to produce, distribute, and acquire innovative Pre K-12 educational content and deliver professional development and recertification teacher training and technical support for South Carolina's Pre K-12 education.
2	Produce, acquire and present television, radio, and web content that foster lifelong learning, career readiness, and provide equity and access to quality programs and services.
3	
4	
5	

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Improved teacher quality by offering training to include products and services based on districts' needs. Training funds were used to train teachers, staff and administrators on how to access and use ETV's resources, facilitate personalized training, and provide online course content for professional development and course credit.	In progress
2	ETV created education content to support K-12 districts' needs and worked with SDE and school districts' staffs to create cost effective, SC specific educational content that meets curriculum and professional development needs.	In progress
3	ETV programs heightened public awareness among parents, teachers and students about effective education programs and initiatives in South Carolina.	In progress
4	ETV provided easy access to districts throughout the state and aggregated educational content that met K-12 curriculum and professional development requirements.	In progress
5	Each week ETV broadcasts PBS Kids and other children's programming.	In progress
6		
7		
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	ETV will provide teacher training to equip teachers to teach career and college-ready students. Training funds will be used to train teachers, staff and administrators on how to access and use ETV resources, facilitate personalized training and provide online course content for professional development and course recertification credit.	In progress
2	ETV will create education content to support Pre K-12 districts' needs. ETV will work with SDE and school districts' staffs to create educational content to meet world-class knowledge requirements, skills, and life and career characteristics. These resources provide cost effective services and offer equity and access to rural and urban schools alike. The productions are SC specific.	In progress
3	ETV will produce Pre K-12 educational broadcast topics that target parents and local communities. The narrative of the programs will inform viewers about state and community innovation and changes in technology that enhance instruction. The programs will heighten public awareness among parents, teachers and students about effective	In progress

	education programs and initiatives in South Carolina.	
4	ETV will provide easy access to districts throughout the state. ETV will aggregate district, state, and national educational content for teachers to prepare students to be career and college-ready.	In progress
5	ETV will broadcast PBS Kids and other children's programming that prepares children for success in school and in life.	In progress
6		
7		
8		

5. **Indicators**

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	ETV provided teacher workshop training to 8,400 teachers on how to use ETV services and provided 12,061 instructional hours of continuing online recertification education for teachers through TeacherLine.	Completed
2	Beginning in 2014-2015, through the K-12 Technology Initiative, ETV was approved to develop a 3-year plan to build a cloud-based, secure site of learning modules, teacher resources and accountability measures. ETV submitted a RFP to design and construct a new platform of Education Pre K-12 Project Content Modules. The content will provide teachers resources to support world class knowledge, skills, and life and career characteristics.	Not begun during 2014-2015 due to delay by State procurement in the RFP process. The project will proceed in 2015-2016.
3	ETV began an extensive overhaul of Knowitall.org to make it more mobile friendly. The transition service, Knowitall.org Media, launched in the summer of 2015 with 854 mobile friendly videos.	In progress
4	Throughout 2014-2015, ETV provided 478 hours of local television programming and 1012 hours of local radio programming. There were 335,900 ETV listeners. There	In progress

	were 443,200 ETV television viewing households and 1,206,448 SCETV online sessions.	
5	ETV tracked StreamlineSC usage to determine impact of providing content. There were 246,514 StreamlineSC views (home page log-ins).	In progress
6	ETV tracked Knowitall users to measure impact of provided web content. There were 606,766 users and 3,059,058 views.	In progress
7	ETV provided 4,420 hours of PBS Kids and other children's programming.	In progress
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	ETV will provide online training/recertification courses and face-to-face workshops for teachers to prepare students to be career and college-ready graduates.	6,000 training/recertification courses
2	ETV will begin the development of the K-12 project content modules for teachers. The modules will provide on-line hosting and sharing of resources to support world-class knowledge, skills, and life and career characteristics.	7 social studies middle grade modules will be completed
3	ETV will continue to provide Pre K-12 educator online resources (including district, state and national content) on-demand to students and teachers.	80,000 online resources
4	ETV will provide TV, radio and web to the public on education topics and issues of importance to citizens.	450,000 television viewing households; 435,000 radio listener households
5	ETV will track on-demand Pre K-12 education resources sessions/uses.	1,434,000 sessions/uses
6	ETV will broadcast PBS Kids and other children's programming.	4,420 hours of broadcast children's programs
7		
8		

6. **Outcomes**

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

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

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

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	ETV provided face-to face teacher training to over 8,000 teachers and 78,992 hours of instruction for Pre K-12 educator on-line recertification.	ETV provided face-to-face training and Pre K-12 educator online recertification courses for teachers to support project based learning to acquire world-class knowledge, skills, and life and career characteristics.
2	ETV submitted a 3-year RFP to develop cloud-based web Pre K-12 content modules.	The site is designed to help teachers find ready-made, personalized project-based learning activities that meet standards. Modules will include multi-media resources,

		pre and post assessments, and cross curricular activities that can be edited and shared statewide.
3	StreamlineSC and Knowitall. org content have been upgraded for use in all mobile devices.	StreamlineSC and Knowitall. org content supports world-class knowledge. Mobile devices prepare students to be career and college-ready graduates.
4	ETV provided coverage of education issues on TV, radio, and web to increase citizen awareness.	ETV increased public awareness of The Profile of the South Carolina Graduate on television, radio and the web through a range of programs including the CPB/PBS American Graduate initiative, *180 Days: Hartsville, Carolina Classrooms, Palmetto Scene*, ETV Radio, and ETV education web stories.
5	ETV StreamlineSC, Knowitall.org, and PBS LearningMedia had 1,392,724 on-demand Pre K-12 resources used in 2014-2015.	ETV StreamlineSC, Knowitall.org, and PBS LearningMedia on-demand resources contain content used to provide world-class knowledge, skills, and life and career characteristics.
6	ETV aired over 4,400 hours of PBS Kids and other children's programming.	According to CARAVAN ORC International (January 2015) "PBS KIDS Prepares Children for Success in School and in Life Report," PBS KIDS programming provides world-class knowledge for young learners.
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	ETV will provide face-to-face teacher training to 6,000 teachers and 80,000 hours of instruction to support Pre K-12 online recertification courses.	ETV face-to-face and Pre K-12 online recertification courses support project based learning. The content supports world-class knowledge, skills and life and career characteristics.
2	ETV will begin the development of the Pre K-12 project content modules to provide online hosting and sharing of resources.	The site will provide ready-made personalized, project-based learning to support SC standards. Modules will include multi-media resources, assessment, and cross-curricular activities that can be edited and shared.
3	ETV will continue coverage of education issues on TV, radio, and web to increase citizen awareness through CPB/PBS American Graduate initiative, *Palmetto Scene, 180 Days: Hartsville, Carolina Classrooms*, South Carolina Public Radio, ETV education web stories.	ETV will increase public awareness of The Profile of the South Carolina Graduate and its benefits.
4	ETV StreamlineSC, Knowitall.org, and PBS LearningMedia projects 1.5 million uses on-demand Pre K-12 resources during 2015-2016.	ETV's on-demand Pre K-12 resources contain content to teach world-class knowledge, skills, and life and career characteristics.
5	ETV will provide 4,400 hours of PBS Kids and	ETV's children's programming and apps support

	other children's programming.	the teaching of world class knowledge, skills, and life and career characteristics.
6		
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7. Program Evaluation

A. Outcomes

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

B. Implementation

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

C. External Evaluation

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

_____X_____ Yes _____ No

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

For the last two years, ETV has surveyed K-12 teachers and administrators to identify needs and gauge the use of education services and technology use in schools. This year 1284 K-12 teachers, administrators, and staff respondents serving public schools, private schools, charter schools, home schools, child care and adult education centers, and higher education institutions participated in the survey. Eighty public school districts were represented. Of the 12 ETV Education services ranked most useful, StreamlineSC ranked overall #1, teacher courses (online professional development) #2 and broadcast services #3. Of the respondents, 96.3% said the ETV Education Services helped better facilitate learning to improve student performance/engagement. The results of the survey, including graphs and tables, can be found at https://www.surveymonkey.com/results/SM-TXZ9VFHV/

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

ETV would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year 2014-2015 by implementing an across-the-board cut from the $4,829,281 allocation, which would result in the reduction of infrastructure support, training, content creation, aggregation, and distribution.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

ETV is prepared to provide the services outlined here for FY15-16 within the proposed budget.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	4,829,281	4,829,281
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	407,405	217,418
TOTAL:	**4,829,281**	**5,046,699**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	2,179,691	2,475,550
Contractual Services	1,095,384	698,189
Supplies & Materials	331,201	442,587
Fixed Charges	194,070	269,150
Travel	23,643	24,278
Equipment	35,443	18,935
Employer Contributions	872,640	792,176
Allocations to Districts/Schools/Agencies/Entities		
Other: Utilities	287,196	325,834
Balance Remaining	217,418	
TOTAL:	**5,236,686**	**5,046,699**
# FTES:	**45**	**45**

11. Future EIA Funding Requests

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

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$_____

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

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: South Carolina Youth Challenge Academy

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$1,000,000.00**

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

Mailing Address: **McCrady Training Center**
5471 Leesburg Road
Eastover, SC 29044

Telephone Number: **803-331-6675**

E-mail: **foglej@tag.scmd.state.sc.us**

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

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

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.)

Regulation(s):

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

____ Yes

__X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program for 2014-15. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary mission of the South Carolina Youth ChalleNGe Academy is to intervene in the lives of at-risk youth between 16 and 18 years of age and to produce program graduates with the values, skills, education, and self-discipline to succeed as an adult.

Our annual mission is to graduate enough cadets to reach our target graduation rate of successful cadets who have earned a GED or High School diploma.

Our long term mission of the program is for the cadets to be affected by Youth ChalleNGe in such a way that they become more successful and career driven adults whether it be in finding a job, going to college, or joining the military.

Question 4: In the prior fiscal year, 2013-14, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year, 2014-15?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

1. **Two full-time recruiters are currently canvassing the state visiting all the high schools and district offices making information available school and district staff.**
2. **Secured the services of two media companies to initiate state-wide marketing campaigns using radio and television commercials promoting the academy.**
3. **Implemented several training programs for enrolled cadets to increase their employability such as introduction to 3-D printing, A+Computer Technology Class and Fork Lift Training. There will be other courses offered through Midlands Technical College in the coming cycles.**

Question 5: In the prior fiscal year, 2013-14, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The information below was provided in our annual report to the Adjutant General Office.

The South Carolina National Guard Youth ChalleNGe Program is a quasi-military program designed to assist at-risk youth ages 16-18 from all over South Carolina acquire the basic skills and education necessary to be successful in today's society. The program is co-educational and is 17-months in duration. The youth spend twenty-two weeks in residence with a 12-month follow-up mentoring program using volunteers from their home communities.

Cost: $1,680,000. Annual Federal Authorization

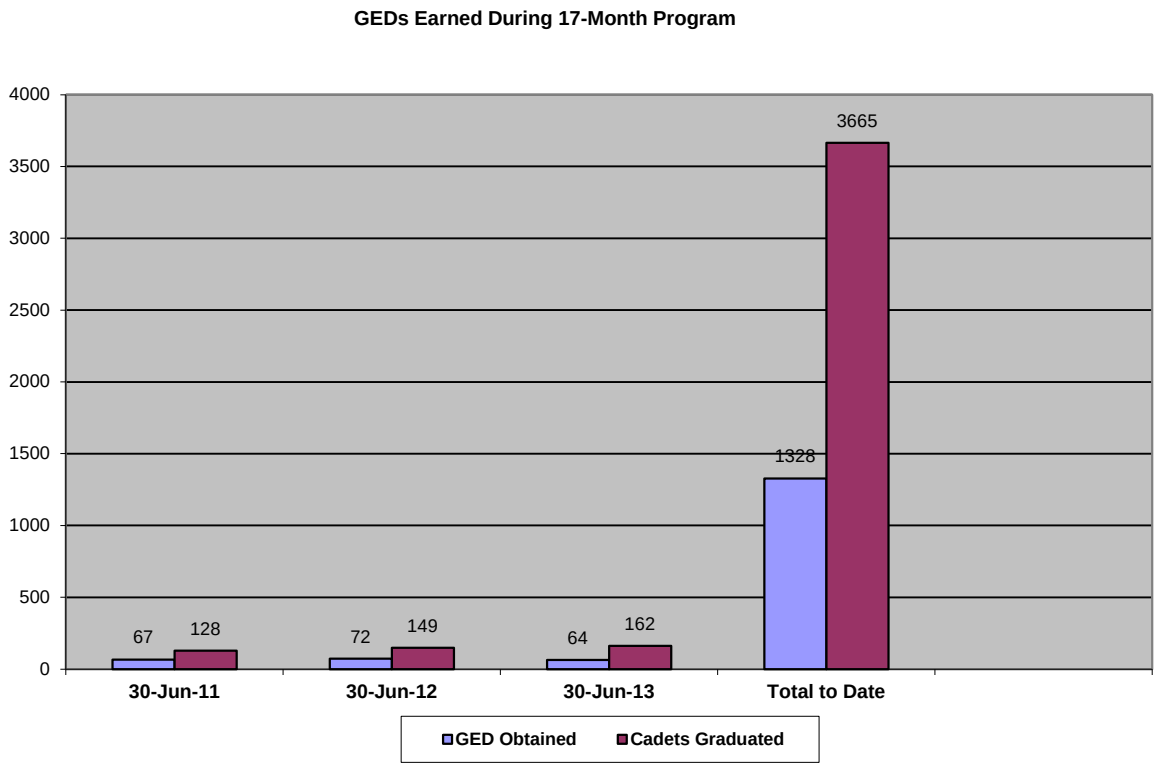
Goal: Reach maximum enrollment in each class of 100 students. Maintain 85% of enrolled students who complete the program and return successfully to the public school system, become gainfully employed, enter military service or pursue higher education.

Objectives:

- Graduate at least 50% of enrolled students with a GED.
- Secure or assist in securing positive placement for at least 100% of graduating students within the first month Post-Residential.
- Maintain at least 75% positive placement as of the 12th month Post-Residential.

Key Results:

- The South Carolina National Guard Youth ChalleNGe Program was in its 15th year of operation during State Fiscal Year 2013-2014. A class is defined as participation in the full 17-month program.

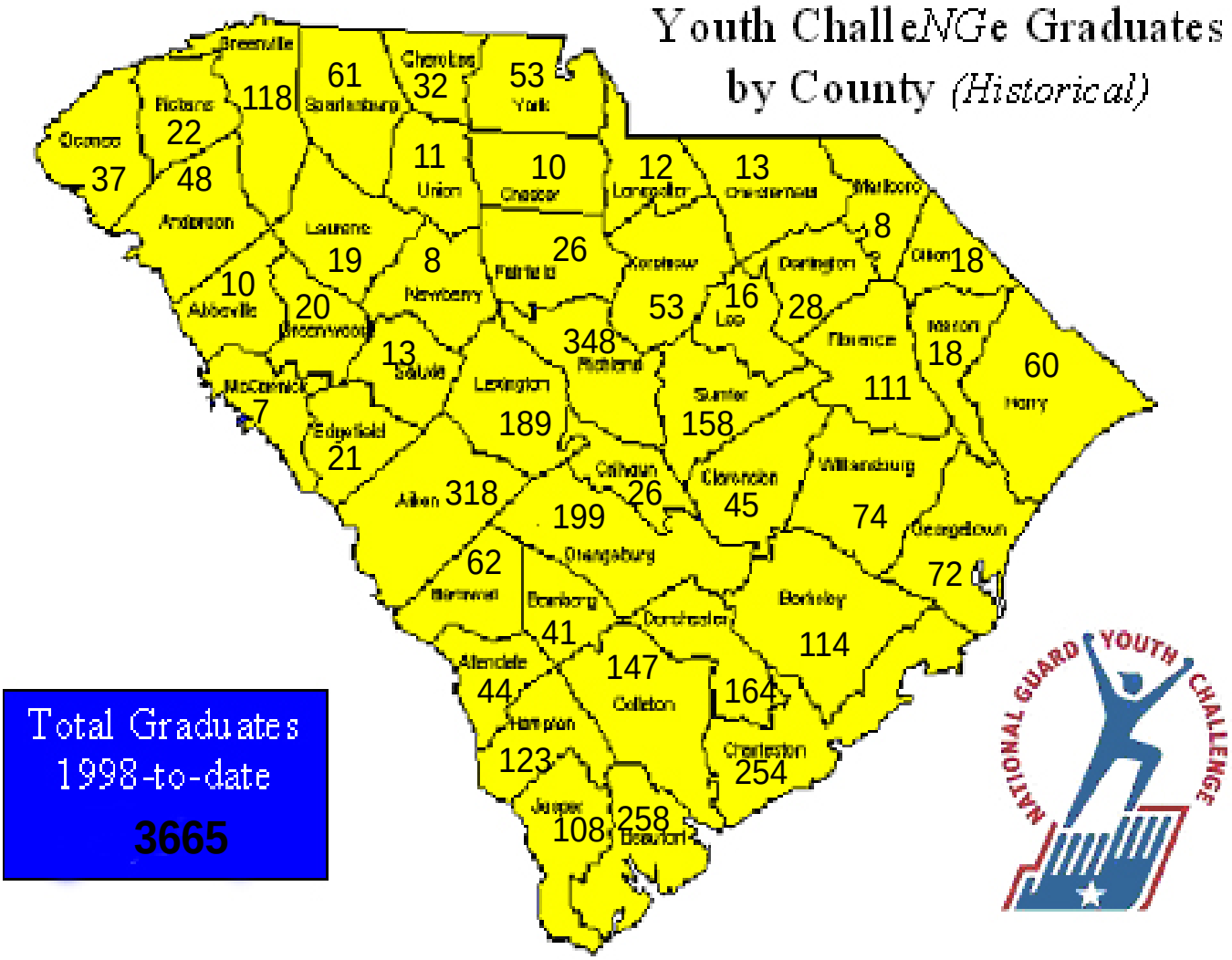


Graph 7.3-36

- The above chart illustrates the continued growth of successful students and the number of GEDs that were earned during the last year. The enrollment has come from throughout the state, routinely from 25-30 counties are represented with each class.

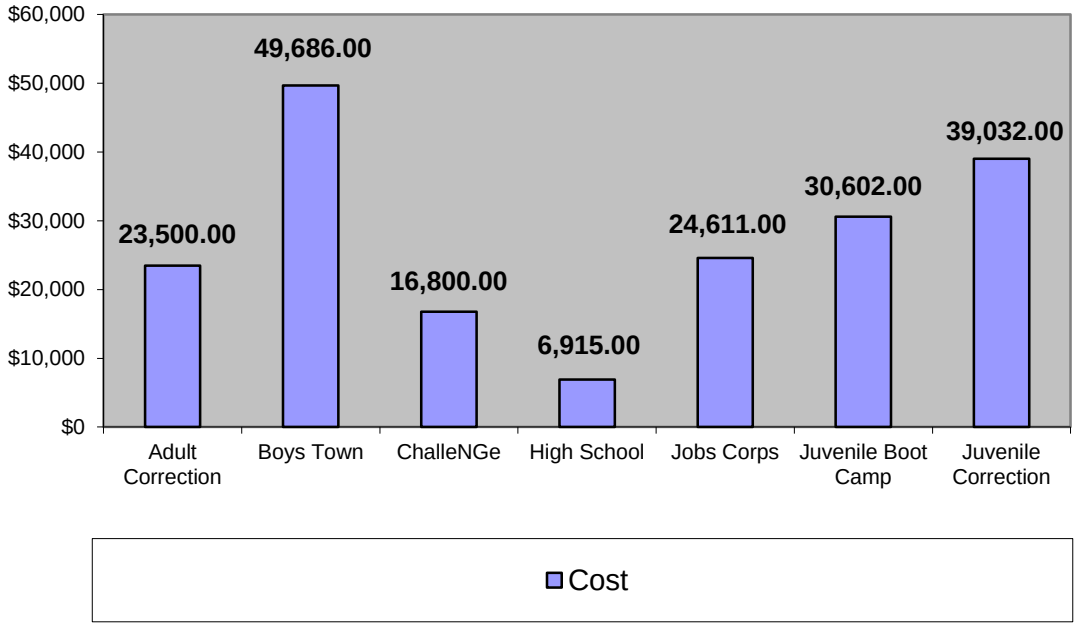
- The chart below shows which counties are gaining the most benefit from the South Carolina Youth ChalleNGe Program. Additionally it shows where recruiting efforts have to be increased so

that all at-risk youth in South Carolina are offered the opportunity for success. Since the program's inception 3,665 at-risk youths in South Carolina are now productive tax-paying citizens, some of whom are serving in our military in harm's way and defending our way of life.



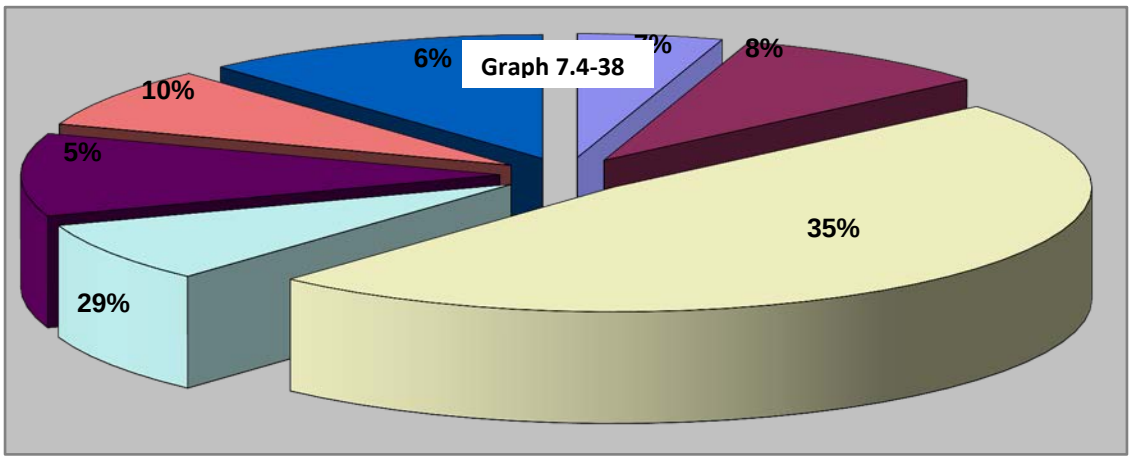
Graph 7.4-37

Program Cost Comparisson



- The graph below answers the question, “Are you effective?” To date, the academy has a success rate that consistently stays between 70 and 80 percent.

SC Youth ChalleNGe Academy Post Residental Status As of Jun 2014



Unemployed & Not in School	No Contact
Employed	Seeking Employment
Higher Education (Vo Tech, College)	Adult Education
Military Service	

Chart 7.3-39

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Information provided in response to question 5 can also be applied to question 6.

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

__X___Yes

_____ No

If yes, what was the date of the most recent evaluation and what were the results and primary recommendations of the evaluation?

November 18-20, 2014 – CORE Evaluation and the results were satisfactory by National Guard Bureau Program standard.

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

__X_Yes

____ No

If no, why not?

Since the evaluation was just completed last week, the official printed evaluation has not been received. The evaluation out-briefing was conducted on 11/2014 and the official results will be forwarded to the academy. Once it's received we can provide a copy.

Question 8:

While EIA revenues increased in 2013-14 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2014-15?

Potential EIA reductions would cause us to have to let some of our staff go, resulting in a significant decrease in the number of at-risk youth who have the potential to earn high school education and job skills at Youth ChalleNGe Academy.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2015-16 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Funding at the current level would allow us to graduate 200 Cadets per year and give them more opportunities to learn career and trades skills such as A+ training, nursing assistant, welding, culinary skills, woodworking, etc. The current funding level would give us the capability to partner with Midlands Tech and other skilled instructors to give our cadets the skills they need to find jobs and have a better life after Youth ChalleNGe.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2015-16

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

_X__ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

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

$_____

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

Question 11: Fiscal Years 2013-14 and 2014-15

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2013-14) and the budget for this program in the current fiscal year (2014-15). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2013-14 Actual	2014-15 Estimated
EIA	$1,000,000.00	$1,000,000.00
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Federal Match	$2,800,000.00	$2,800,000.00
Federal Travel	$2,000.00	$2,000.00
Carry Forward from Prior Year		
TOTAL:	**$3,802,000.00**	**$3,802,000.00**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	$1,107,510.11	$2,185,000.00
Contractual Services	$153,847.98	$350,000.00
Supplies & Materials	$166,028.95	$200,000.00
Fixed Charges	$16,152.18	$25,000.00
Travel	$4,598.00	$12,000.00
Equipment	$96,541.45	$200,000.00
Employer Contributions	$305,032.88	$600,000.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Cadet Stipends	$105,675.00	$150,000.00
Utilities	$80,000.00	$80,000.00
Balance Remaining	$1,846,613.45	
TOTAL:	**$3,802,000.00**	**$3,802,000.00**
# FTES:		

**We have until December 31, 2014 to spend the remaining money for our 2014 Program Year.

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Literacy & Distance Learning Program	**Address**	40 Patriots Point Blvd Mount Pleasant, SC

2015-16 EIA Appropriation	**$415,00**	**2014-15 EIA Appropriation (if program funded last year)**	**$415,000**

Program Contact	Keith S. Grybowski	**Organization**	Patriots Point Institute of History, Science and Technology
Contact Title	Director of Education	**Address**	40 Patriots Point Blvd Mount Pleasant, SC 29464
Contact Phone	(843) 789-9604	**Contact E-Mail**	Kgrybowski@ Patriotspoint.org

Description of Program: The Literacy & Distance Learning Program is an educational program conducted in classrooms throughout the state and at Patriots Point Institute of History, Science and Technology. The program provides students with their own readers, together with online and innovative game technology. These tools assist students in mastering key history, science and math concepts within South Carolina's 5th grade standards. The program's literacy foundation is built upon historical and current real life issues. These stories and supported by game-based projects challenges, engage students, allowing them to master curriculum content, while developing critical thinking, communication, leadership and teambuilding skills. The program's innovative software provides teachers with accurate measures of individual student's progress throughout the school year. The program is promoting the need for and is delivering strong one-on-one teacher professional development components.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015): 1A,52 Department of Education EIA and 2015-16 General Appropriation Act, as ratified on June 23, 2015

Regulation(s):

B. Other Governing Guidelines

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

x Yes _____ No

If yes, please describe:

The program's professional development component is reviewed and certified by South Carolina's Department of Education for teacher recertification credits.

Program Description

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

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

3. Goals

What are the primary goals of the program?

Goals	
1	Provide every South Carolina student with their own standard based History and Science reading book series as a foundation for their home library. These resource tools assist students in becoming qualified graduates of the South Carolina educational system.
2	Provide free quality education for every South Carolina 5th grade student, focused on critical standards based components that improve their level of English, language, arts, history, science, math, along with soft skills such as critical thinking, communication, leadership and teambuilding skills.
3	Provide one on one professional development opportunities to teachers that enhance their teaching and their student's learning experience. This is to include providing teachers training in the latest technical advancements.
4	Provide an assessment process that evaluates the program's curriculum as it complies with the stated goals. Programs also provide teachers with student evaluations that assist the teacher in complying with Student Learning Objectives.

5	Develop at Patriots Point Institute of History, Science, Math and Technology a working laboratory, maximizing the collaborative strengths of educational professionals. Through the development of customized academic tools, students will master key educational concepts necessary to meet South Carolina's Council's initiative on competitiveness education.

4. Strategies

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Edit and publish the program's reading series as aligned to the South Carolina's History, Science, Math and ELA standards and those trends identified by the program's teacher stakeholders.	In progress
2	Develop a curriculum that can be used in the classroom or at the Institute. The curriculum must be flexible enough to allow for innovation and individualization, with clearly defined objectives and activities that prepare students for real-life challenges.	In progress.
3	Develop a technology-assisted, distance-learning model, with instructors capable of conducting the program at the Institute or in the classroom.	In progress
4	Develop a professional development program for teachers attending Institute programs and during a teacher recertification program on board the USS Yorktown. The professional development program will focus on the educational and technological advances within the program's innovative curriculum.	Completed
5	Develop an assessment process that uses teacher program exit surveys, teacher site evaluations, end of the year curriculum student comprehension tests, and data from project based apps. The assessment will evaluate the effectiveness of the program's curriculum.	In progress
6	Develop authentic real life research programs that prepare students to become members of the 21st century workforce.	Completed

7	Develop project based apps that engage students using History and Science real life experiences to master key math concepts and curriculum content within the program's reading series.	In progress
8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Expand the number of participating students to include a select number of 5th grade classes within an elementary school in every South Carolina School District. For assessment purposes, the group would include all schools within select school districts.	Not begun
2	Expand, edit and publish the 5th edition of the History and Science books for distribution to every 5th grade student participating in the program.	In progress
3	Expand with assistance from collaborating partners the video content library supporting the program's Distance Learning component. The videos are intended to enhance the lessons taught throughout the school year and are fully aligned to the state standards.	Not begun
4	Expand and incorporate the latest technology to increase the number of live stream History and Science programs. Six programs will be offered during the academic year. The classes will be 20 minutes long. Students can watch and participate in the program live or as part of the program's video library.	In progress
5	Expand the professional development component to include one-on-one teacher classroom training and teacher participation in recertification programs conducted at the Institute.	In progress
6	Expand the program's technology to create multi-platform educational tools that can be used at the Institute's teaching laboratory and in the classroom. These components would include Student Learning Objective assessment elements to assist teachers in gauging the progress of students in mastering identified content. A beta test will be conducted using select schools' computer hardware and the Institute's software. These flex labs, will allow teachers to run the Institute's project based apps in the classroom.	In progress

7	Expand the program's assessment development component through an independent group. The multi-platform assessment component would focus on school districts throughout the state. The first component would include all the schools within Georgetown County, divided into 3 groups. Group 1 would include schools that are not participating in the program. Group 2 would include select schools using the flex labs and those using material provided to the schools. Group 3 would participate in all of components, including programs offered at the Institute. The second component would include all schools in Charleston County. In this component, all schools would receive the reading series, web-based support, and attend the project based programs at the Institute. The final component, select schools in Districts throughout the State would participate in the Distance Learning components. This group would also include control groups in each district that would not participate in the structured program, but would be tested on the programs curriculum. All participants in the assessment program will take an end of the year test on key components of the program's curriculum. All teachers receiving program material have been asked to keep "participation use logs."	In progress
8	Expand and distribute beta test flex labs with the multi station project based app in select participating schools. The flex labs include the programs project based software operating on the schools' hardware.	Not begun

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	The program's curriculum is aligned with the mission and goals of the program. The program offer sufficient instruction for students to progress toward stated goals. Program participation, both student and teacher, is formally monitored so that adjustments to the program's curriculum content and implementation procedures can be made.	In progress

2	All stakeholder teachers are encouraged to participate in the program's development through the professional development component. Active involvement of stakeholder teachers in the decision-making process are included in making changes to the program. The ability to identify learning standards and strategies that can be enhanced using story based literacy and game technology that can be used throughout the curriculum.	In progress
3	Program has written policy and procedures aligning the assessment process, which are clearly defined with measurable learner outcomes/objectives. Staff and teachers are trained to administer and interpret assessment tests.	In progress
4	Real life activities are designed into the program. Students are able to transfer and master skills from these activities to other contexts. Through these activities, they can identify and utilize resources that enhance the instructional process.	In progress
5	The program uses resources to integrate technology and provide the staff with necessary professional development, updates in standards' requirements, and technological advancements.	In progress
6	Initiate and facilitate processes that enable the program's growth to keep current on trends and innovation.	Completed
7	The program's use of interactive approaches such as cooperatives and project-based learning, role-plays, problem posing, and critical incidents. Authentic Learning activities incorporate the development of student skills for critical thinking, team building, decision-making, computer literacy and promote the value of a global education.	In progress
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Use financial resources to support the program's mission and goals and to foster continuous improvement and accountably. Allocate funds equitably to effective programs/sites based on indicators such as attendance, retention and outcomes.	In phase III, the target number of schools participating in the program will increase to approximately 180 schools. In phase IV, all schools in the state will participate in the program.
2	The program's goals for retention are updated as part of annual continuous improvement plan. The Institute's staff and independent groups monitor attendance, retention and learner gains on a regular basis.	100% participation in the use of all the program's components. The initial benchmark for content understanding would be an 85% average grade on year end test scores.

3	Expenses for professional development are included in the program budget.	The proposed budget will cover the expansion of one-on-one teacher professional development programs.
4	Tests and other assessment information are used to monitor and determine student performance. Obtain information to determine course offerings, achievement levels, sites, and resources.	Adjust the program's curriculum and teaching methods as necessary, in accordance to the assessment data obtained.
5	Establish partnerships with other educational agencies to expand the understanding of 5th grade education assessment needs enhance resources and improve services.	Develop collaboration agreements with EIA and non EIA partners for the implementation and expansion of the program's educational platform.
6	Provides assessment process documents needs as it helps teachers identify student's short and long term goals.	The implementation of Student Learning Objective tools within the technical apps being developed for the in classroom and Institute student programs.
7	Ensure data is accessible to staff, teachers and other stakeholders through printed reports, web links and other media.	Development of a protected on site resource for teacher access to assessment data.
8	Develops curriculums at advance grade levels.	Development of an 8th grade curriculums which strengthens the math, science and soft skills developed on a foundation similar with the 5th grade program.

6. Outcomes

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

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

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

Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**

1	In compliance with the program's primary mission, 18,000 sets (36,000 books) of the reading series were distributed to students in every county in the State. This included schools that did not participate in the Distance Learning component. Teachers reported 100% use of the reading series in their classroom programs.	The reading series, through the literacy and skills components, are aligned to South Carolina's rigorous History, Science, English Language Arts and Math standards.
2	As part of the Distance Learning component, 5,126 students used the web-based components. This included subjects covered in special live streamed presentations.	The web-based components expand a student's global perspective. They also re-enforce the use of technology as a learning tool.
3	Over 15,000 students attended a multi station program at the Institute. The program included the reading series, and authentic History and a Science project based activities. Students were required to work in teams as they solved historic and real life problems.	The project based problems required the students to work on their world class skills. Working in teams, the students had to assess the problem and communicate amongst themselves. The problems required the use of critical thinking and innovative skills.
4	During the midyear site visit to schools participating in the Distance Learning component, but not coming to the Institute at Patriots Point, it was revealed that over 50% did not use web-based technology. Onsite observations determined this was due to a lack of professional development.	Professional development, especially in training teachers in the use of technology, is critical to meet the profile requirements of a SC Graduate.
5	Participation of 5th grade teachers doubled at the end of the year professional development program offered at the Institute.	It is critical that teachers, the key stakeholders in the developing students to meet the profile of a SC Graduate, have an active role in developing programs such as the Literacy and Distance Learning program.
6	50% of the Distance Learning students not only participated in the programs in their classroom, but also attended the multi-station program at the Institute located at Patriots Point.	Teachers realize the importance of using all of the program's components, especially those that strengthen a student's world class skill.
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	Phase III's goal for 2015-16 is to have approximately 30,000 students participate in the program's various components. With the implementation of Phase IV, all students in the State will have access to the program's resources.	The program is completely in line with the goal's set forth by the South Carolina Council On Competitiveness. As such, all students should have access to the program.

2	The program's curriculum is being strengthened to focus on five basic math elements that a student must master by 8th grade, to be successful in his/her ability to graduate from high school. These elements are being identified by a team of South Carolina educators.	Math is a critical standard to be mastered within the Profile of a South Carolina Graduate. The sole use of text books to engage students is not working. Text book learning must be supplemented by project based problems. Students are engaged and forced to work with and learn critical math elements when the math elements are built into project based games. If the students do not master the five identified math components by the 8th grade, it will be difficult for them to achieve the goals of South Carolina Graduate Profile.
3	Each year the reading series is edited to address leading trends in education, as identified by the program's stakeholder teachers. This year the series included story lines and problems as a foundation for the multi-station apps for use in flex labs being developed for the classroom. The Institute's development team plans to develop four authentic project based apps for use in the classroom and at the Institute. The story line for each app will be supported with content in the reading series.	The need to be flexible and address leading educational trends customized to the success of South Carolina's students is critical in meeting the profile goals. By developing project based problems that can be used in the classroom, teachers have tools that help them assess whether students are mastering the educational content.
4	During the 2015-16 school years, the Institute will beta test the use of the app technology in pilot classrooms. Site visits by Institute instructors will provide the data necessary for the Institute's development team in writing the appropriate software for use of the app technology.	It is important for students to have tools in their classrooms that allow them to work on their world skills. Technology is changing every day. As such, the program must be flexible to meet the changes, whether in the classroom or within the curriculum. These tools will help teachers in compliance with their Student Learning Objectives.
5	The pilot independent program assessment project will be completed in May 2016. Data will be collected from participating and control schools. The data will be a main topic for review and discussion at the teacher development program in June 2016. Recommendations from the teacher professional development program will be used by the Institute's development team in preparation of the 2016-17 school programs.	A credible and independent assessment program is critical to assessing the viability of programs as funded by the EIA. It is also important to involve the stakeholder teachers in the program's curriculum development.

6	The Institute is expanding its Live Streaming programs. The goal, with input from the teacher stakeholders, is to offer at least six programs each year. The subject of the programs will include historical and scientific events that support the program's curriculum.	To stay on top of trending changes in education and world topics, it is necessary to have a medium that can be delivered and accessible to students in a timely and innovative manner.
7	The Institute is expanding the number of collaborating partners involved in the development and implementation of the program.	Having experts involved in specific components that make up the program's foundation is critical for the program's credibility. It also allows the Institute to be financially responsible in maximizing the use of its funding sources.
8		

7. Program Evaluation

A. Outcomes

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

The program's impact is being measured using the following methods:

- **An independent evaluation program**
- **Teacher resource logs and exit surveys**
- **On-line registration for web-based support resources, live streamed programs and authentic research projects**
- **Classroom site evaluations by program instructors**
- **App based programs to assist teachers with SLO compliance.**

Documents and analysis of the program impact are attached as exhibits to this application.

B. Implementation

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

The independent evaluation program was developed during 2014-15 (Phase II) and implemented at the start of the 2015-16 school year (Phase III). The independent evaluation team is led by Dr. Janet Rose. Dr. Rose was the Charleston County School District administrator for testing and assessment. Assisting her are Mary Huffman, South Carolina's and the 2015 National Social Studies Teacher of the year, Denise Ambusher, head science coordinator for Pinckney Elementary School, first year High School Biology Teacher, Kenny Brinkman and the College of Charleston.

All EIA funded classes and a control group of non-participating schools are participating in the assessment. The assessment procedure includes teacher resource logs and end of the year student tests on the program's Distance Learning curriculum. The goal is to evaluate the curriculum's effectiveness and resource implementation. The initial data will be presented for analysis during the program's teacher development re-certification conference in June 2016.

Teacher exit surveys from program's conducted at the Institute, classroom surveys, online registrations for web based support, data from live stream program participation and authentic learning projects were used during the 2014-15 school year. The data demonstrated the resources used and the teacher's evaluation of the program's curriculum content. This information was supplemented by 138 school site evaluations conducted by program instructors.

The authentic learning project based app is being developed in collaboration with the College of Charleston, Purdue University, Make Labs, Tec Gaming and Bletech LLC. A History app was tested during the spring of 2015 as part of the programs conducted at Patriots Point. The Institute plans on testing an expanded version of the History app in select schools in the spring of 2016. A science app will be tested at the Institute starting in October, 2015. Both apps will provide teachers with student progress assessment on key math, history and science standards. The goal is to use this information to assist teachers in complying with SLO (Student Learning Objectives)

The school site evaluations by the program instructors during the spring of 2015 have led to a major change in the program's teacher professional development component. In 2015, instructors visited over 286 classrooms from 138 schools. The site visits were intended to provide mid-year curriculum support. The evaluations revealed that there was a serious need for one-on-one teacher development support. That was supported through the observation that over 50% of the classes visited did not use the instructions on how to implement the program or how to gain access to the program's website. In some instances, delivered program materials had never been opened. Boxes of books were found in storage closets along with other unopened equipment such as I-pads.

Rarely did the instructors have any bandwidth issues in accessing the program's website. In some cases, they experienced a lack of knowledge of how to use the internet. As such, the institute's instructors provided one-on-one instruction on how to use the program's website components. Success of the one-on-one training was demonstrated in the increase in online registrations for live stream and authentic learning projects conducted following the one-on-one training.

For the above reasons, and at the overwhelming request from teachers, the program has shifted more of its resources to one-on-one teacher development. The one-on-one professional development will commence in October 2015. Further, all participating teachers, both from EIA and control schools, have been invited to attend a special professional development program in June 2016.

With the exception of the professional development issues, all other services and activities are going as planned. In fact, the Institute has been overwhelmed with the demand for program participation. Schools are agreeing to participate as control subjects in the 2015-16 evaluation process with the agreement that they will be included in the program for the 2016-17 program. The current demand for the program's resources far exceeds its current capabilities.

Another strong indicator of the program's success is the number of requests by District Superintendents that the program be available for every 5th grade class in their district. In order to ensure that the program maintains it effectiveness and quality, we are strategically phasing in

more schools and students. The 2014-15 programs were available to one school in every county in South Carolina. The 2015-16 programs were expanded to include one school in every school district in South Carolina. This also included, as paid for with their own funds, every school in Charleston and Berkeley County.

C. External Evaluation

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

x Yes _____ No

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

As discussed above, various external evaluations have been and are in the process of being conducted. The data has been summarized and is presented in the figures attached as an exhibit to this application. The Institute is working on having the data available for review on its website by the spring of 2016.

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

Please be specific to address the impact to students, teachers or schools.

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

The primary goal of the program is to provide the History and Science reading series to every 5th grade student in South Carolina. Without an increase in funding, the Institute would attempt to maintain this goal by reducing teacher development programs. The development of tools that assist students in master key educational concepts would also be limited. However, this would cause the Institute to reduce the number of scholarships to Title One schools to participate in programs conducted at the Institute.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	415,00	415,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Agency Funds – Other Educational Program Revenue	75,000	181,238
Fees	161,399	137,000
Carry Forward from Prior Year		
TOTAL:	651,399	740,048

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	117,151	217,742
Contractual Services	91,521	233,795
Supplies & Materials	321,955	125,956
Fixed Charges		3,600
Travel	12,214	24,600
Equipment	80,076	62,500
Employer Contributions	21,673	71,855
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	6,810	
TOTAL:	644,589	740,048
# FTES:	5[1]	7[2]

1. Three full-time employees' salaries were partially funded using EIA funds. Two part-time employees' salaries were funded by EIA funds.
2. Four full-time employees' salaries will be partially paid using EIA funds. Two part-time employee's salaries will be funded by EIA funds.

11. Future EIA Funding Requests

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

_____ The same as appropriated in the current fiscal year's appropriation

X An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$ 650,000

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

The increase in funding allows the program to start the implementation of Phase IV of the program's strategic development plan. Phase IV's goal is to eventually provide access to the program to all of South Carolina's 5th grade students. The additional funding will allow a controlled increase the number of student and teacher participation, along with incorporating independent and stakeholder suggestions for curriculum and in classroom tool development. The funding will also allow increased collaboration with both formal and informal partners in the refinement of SLO and program evaluation procedures.

With the hopeful implementation of Phase IV, by the 2017-18 school years, it is the Institutes goal that the program will be available to every South Carolina 5th grade student. The Institute will use the data and lessons learned in all Phases of the 5th grade platform development as the foundation for the implementation of programs for advanced grades.

All independent indicators demonstrate that the rapid student population growth and a shortage of qualified teachers continue to stress educational resources. As such, implementing the Institute's program in phases is critical for the program's success. Over the last six years, Phase I program beta development, Phase II and III expansion as possible with EIA funding, the Institute has demonstrated that its growth strategy is sound. The main reason is the program's flexibility.

By self-publishing the program's reading series, the development team is able to produce content that is relevant to today's curriculum. The online version, which is currently available to every South Carolina student, has the latest research projects and in classroom activities support. However, for curriculum evaluations, the "keep sake" hard copies provided to students must remain consistent for the school year they are introduced. For Phase II, the program is using the 4th edition of the reading series. The increased funding will allow the

continued editing support for mid-year hard copy supplements. It will also allow the editing and publishing of future editions. By the end of Phase III, the program hopes to have over 75% of South Carolina's 5th grade students involved in the "keep sake" program. The remaining students would join through the implementation of Phase IV.

The additional funding also continues the success of the technical team and its collaborating partners in the development of cutting edge evaluation and classroom project learning tools. Flexibility is an important tool for this process. Changes in software and hardware are occurring every six months. Our technical team is always providing the Institute's teacher development instructors with updates for incorporation into the classroom. Through relationships developed in the one-on one teacher development, teachers are now using the program's website as a resource in the teaching process throughout the academic year.

The use of authentic learning project based apps with SLO assessment components is cutting edge, and will require input from teacher's participating in the program. Additional funding will secure the participation of students both in the classroom and at the Institute's research site, necessary for instantaneous observations of what does or does not work for our South Carolina students. We focus solely on what is best for our State's students. Having the students and their teachers work with our development team is critical for the program's continued success.

We also have to look to the future (Phase V). Thus the Institute has begun work on developing an 8th grade program. The 8th grade program follows the success of the 5th grade platform in using History and Science to engage students in working with key math concepts necessary to be successful in the future work environment. Once again, stories through a reading series will reinforce ELA standards and act as working references for the profile of a successful South Carolina Graduate entering the global workforce. Over 8,000 students have already participated in non EIA funded programs that are part of Phase V's development. Collaboration agreements with various educators are being developed for the development of a reading series as a continuation of the 5th grade program. It is the Institute's goal to have the 8th grade program fully functional to test 5th grade curriculum retention in students that participated in the 5th grade program during the 2014-15 school year.

Literacy & Distance Learning EIA Grant

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Patriots Point Naval & Maritime Museum
Institute of History, Science & Technology

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Exhibit A

Program Evaluations (Data)

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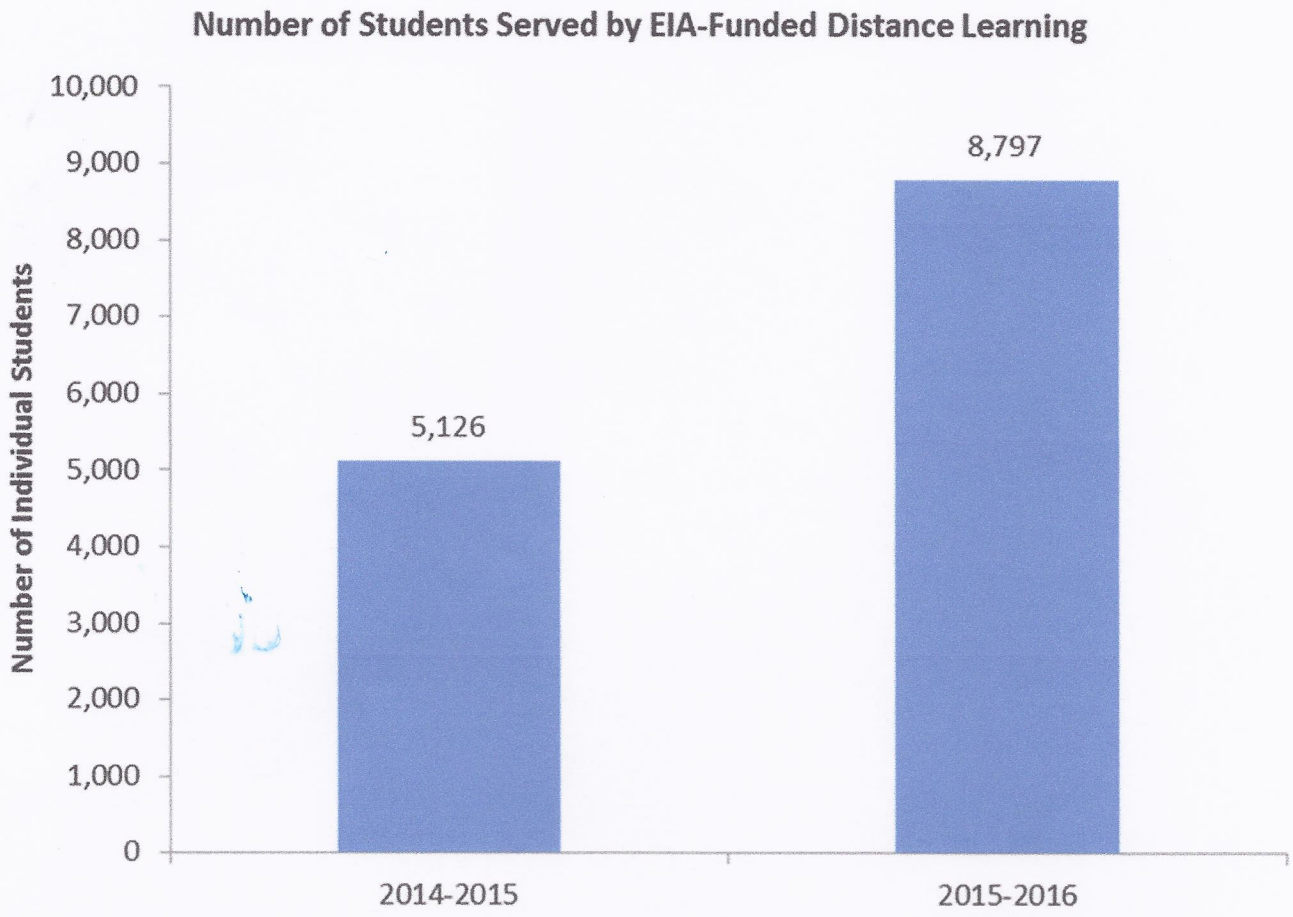

Figure1. Number of students served by EIA-funded Distance Learning. Year 1, 2014-2015, included **138 schools** representing each county (46) state-wide. Year 2, 2015-2016, is reaching **168 schools** representing every school district in South Carolina (81).

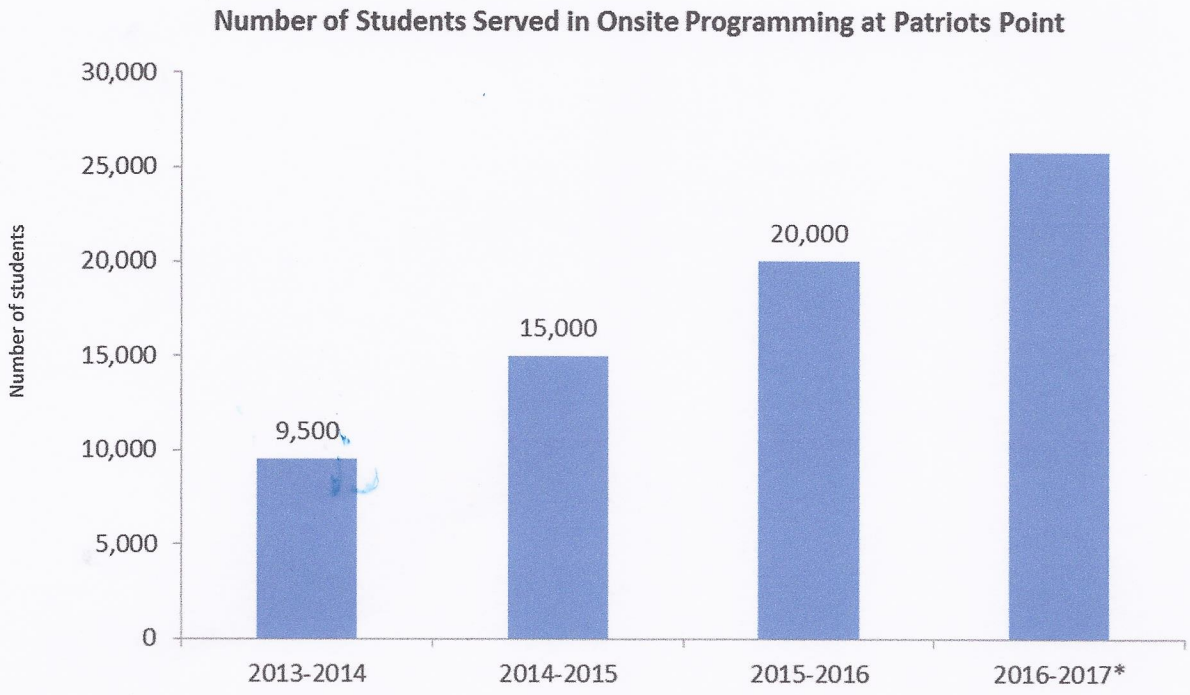

Figure 2. Number of students that visited and participated in structured educational programs at Patriots Point that contained elements of EIA funded projects. *Projected numbers for 2016-2017 based on a ten percent increase of 2015-216 numbers.

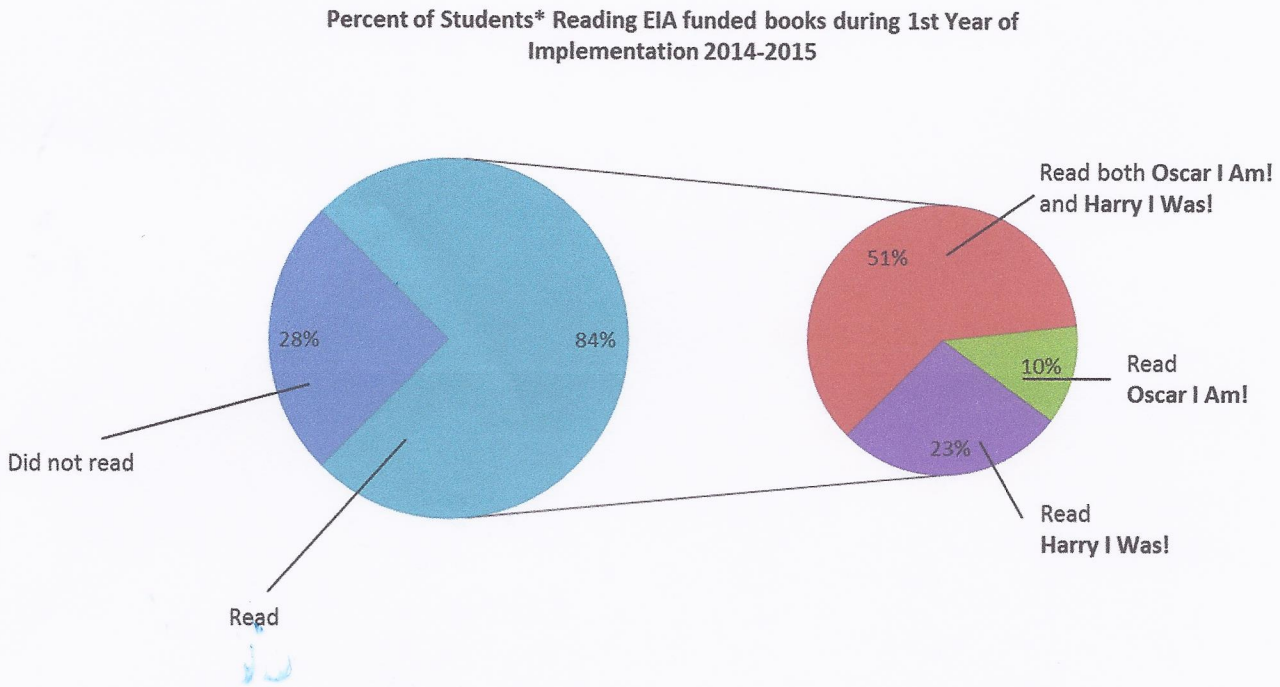

Figure 3. Percent of students reading EIA-Funded books during 1st year of Distance Learning implementation, 2014-2015. More than 3/4 of participants did read the books provided prior to the end of site visits in mid-March 2015. This figure does not represent books that could have been read after 3/2015. *Percents calculated using surveys filled out by teachers during **mid-year** 2014-2015 site visits.

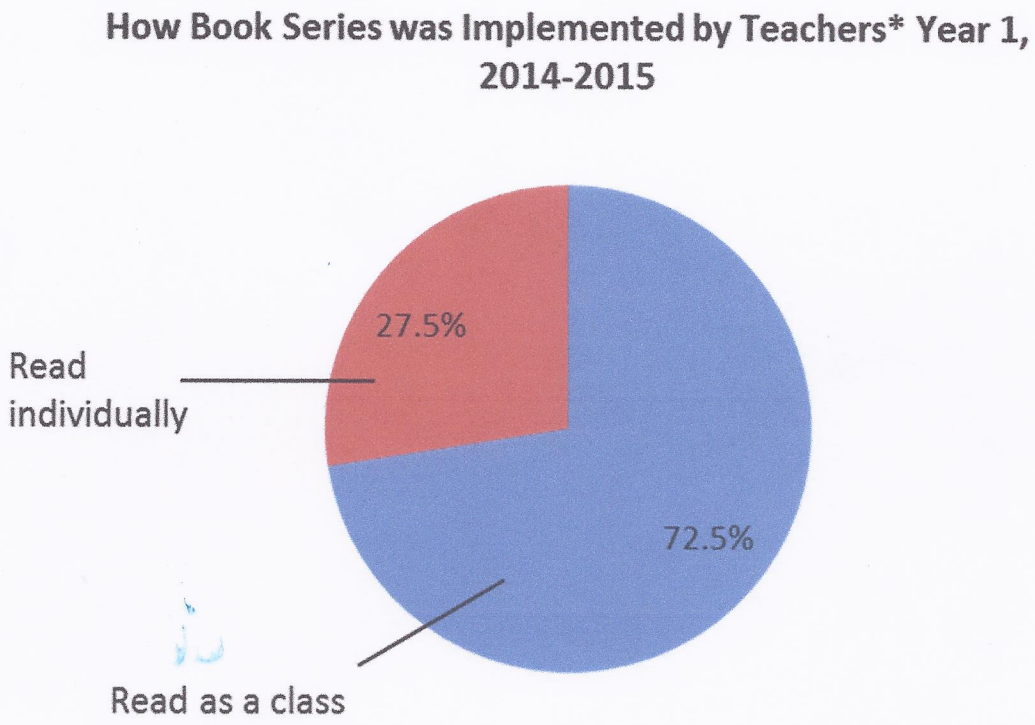

Figure 4. Book Implementation, 2014-2015. *Percent's calculated using surveys filled out by teachers during 2014-2015 site visits.

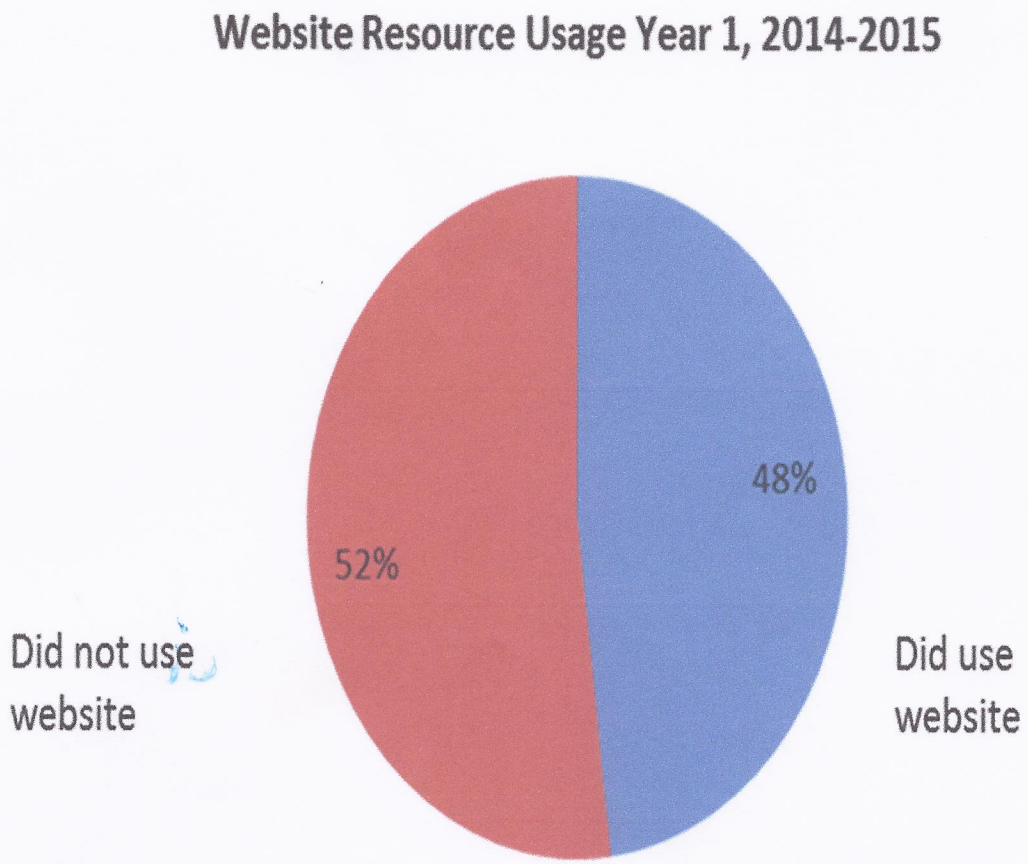

Figure 5. Patriots Point Distance Learning website use during year 1 of EIA-funded Distance Learning. Information on whether a teacher used the online resource after the site visit and instruction by staff was not captured.*Percent's calculated using surveys filled out by teachers during 2014-2015 **mid-year** site visits.

Note: As was noted in the 100% increase in number of classes that participated in the LIVE STREAM programs following the site visits, we anticipate the actual number of teachers using the website to be much higher. Website usage is a key factor being assessed in the 2015-16 program

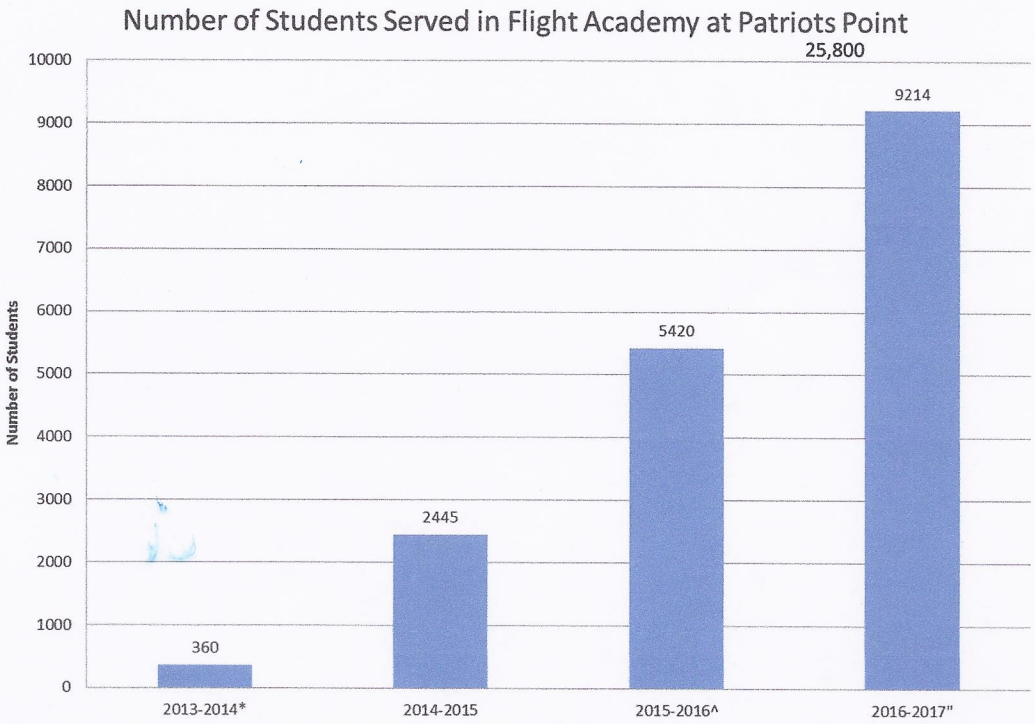

Figure 6. Number of students that participated in Patriots Point Flight Academy programs. *Program inception March of 2014. ^Used a 40/60 percentage basis for full year projection based on typical booking patterns. "Projected participation increase based on observed decreasing rate of initial growth.

Exhibit B

Professional Development (Data)

1. Professional Development Site Visits by Institute Instructors 9

2. Comparison between one-on-one and

   Conference Professional Development program 10

Professional Development Site Visits by Institute Instructors

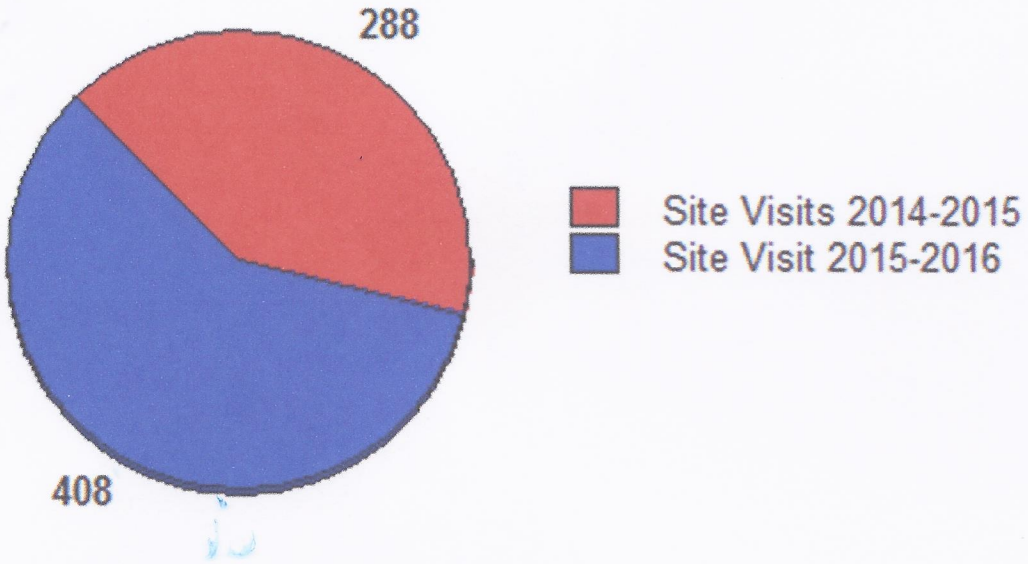

Figure 1 – The above numbers demonstrate the increase in one-on-one Professional Development programs offered by Institute instructors in class rooms throughout the state.

Comparison between one-one and Conference Professional Development Programs

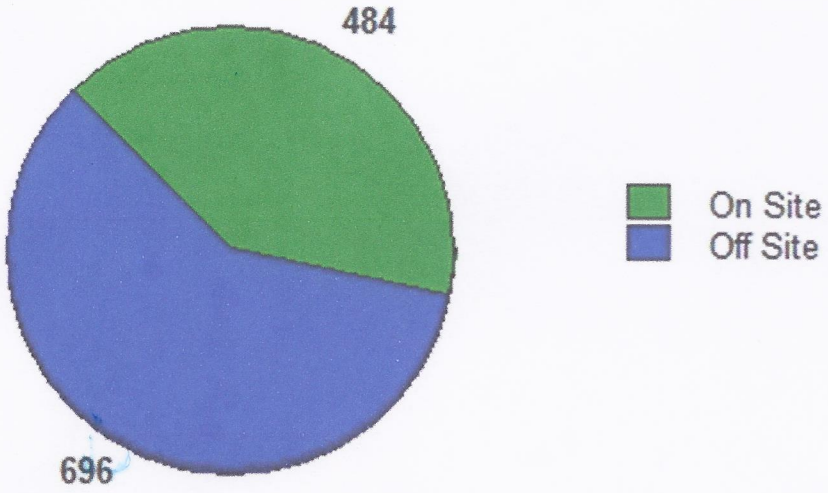

Figure 2 - This figure demonstrates the number of teachers that have participated in both one-on-one Professional Development programs in their classrooms and those that participated in Professional Development programs conducted as part of the teacher recertification conference held at the Institute.

Exhibit C

List of Distance Learning Participating Schools By District

SCHOOLS BY DISTICT WITH NUMBER OF BOOKS AND CLASSES

SCHOOL NAME	DISTRICT	NUMBER OF BOOKS	NUMBER OF CLASSES
Blue Ridge	Oconee 01	120	4
Pickens	Pickens 01	90	3
West Pelzer	Anderson 01	90	3
Honea Path	Anderson 02	150	5
Iva	Anderson 03	90	3
La France	Anderson 04	90	3
Varennes	Anderson 05	240	8
Monaview	Greenville 01	120	4
Campobello-Grambling	Spartanburg 01	120	4
Chesnee	Spartanburg 02	150	5
Cannons	Spartanburg 03	60	2
Woodruff	Spartanburg 04	120	4
Beech Springs	Spartanburg 05	240	8
Lone Oak	Spartanburg 06	90	3
Mary H Wright	Spartanburg 07	90	3
Buffalo	Union 01	120	4
Grassy Pond	Cherokee 01	90	3
Hickory Grove-Sharon	York 01	30	1
Kinard	York 02	90	3
Oakdale	York 03	90	3
Fort Mill	York 04	150	5
Chester Park- Arts	Chester 01	180	6
Chester Park- Literacy	Chester 01	150	5
Lewisville	Chester 01	150	5
Erwin	Lancaster 01	90	3
Pageland	Chesterfield 01	90	3
Blaney	Kershaw 01	130	5
Geiger	Farifield 01	60	2
Whitmire	Newberry 01	60	2
Ford	Laurens 55	80	3
Joanna Woodson	Laurens 56	90	3
Westwood	Abbeville 60	180	6
John C Calhoun	Abbeville 60	90	3
Lakeview	Greenwood 50	90	3
Springfield	Greenwood 50	120	4
Ninety-Six	Greenwood 52	180	6
McCormick	McCormick 01	65	3
Merriwether	Edgefield 01	180	6
Hollywood	Saluda 01	90	3
Ridge Spring Monetta	Aiken 01	90	3
Lexington	Lexington 01	150	5
C A Taylor	Lexington 02	180	6
Batesburg-Leesville	Lexington 03	180	6
Frances Mack	Lexington 04	210	7
Nursery Road	Lexington 05	90	3
Hopkins	Richland 01	90	3
Joseph Keels	Richland 02	120	6

SCHOOLS BY DISTRICT WITH NUMBER OF BOOKS AND CLASSES

School name	district	Number of books	Number of classes
Macedonia	Barnwell 19	150	5
Kelly Edwards	Barnwell 29	120	4
Barnwell	Barnwell 45	240	8
Fairfax	Allendale 01	60	2
Richard Carroll	Bamberg 01	180	6
Denmark-Olar	Bamberg 02	60	2
Holly Hill	Orangeburg 03	90	3
Hunter-Kinard-Tyler	Orangeburg 04	60	2
Rivelon	Orangeburg 05	30	1
St. Matthews	Calhoun 01	90	3
Sandy Run	Calhoun 01	90	3
St Paul	Clarendon 01	60	2
Manning	Clarendon 02	240	8
Walker-Gamble	Clarendon 03	150	5
Kingsbury	Sumter	120	4
Lower Lee	Lee 01	30	1
West Hartsville	Darlington 01	90	3
Wallace	Marlboro 01	120	4
Latta	Dillon 03	165	6
Lake View	Dillon 04	90	3
Henry Timrod	Florence 01	90	3
Hannah-Pamplico	Florence 02	90	3
Main Street	Florence 03	180	6
Brockington	Florence 04	120	4
Johnsonville	Florence 05	120	4
Britton's Neck	Marion 01	60	2
Carolina Forest	Horry 01	180	6
Coastal Montessori	Georgetown 01	100	4
Hemmingway	Williamsburg 01	92	3
Devon Forest	Berkeley 01	160	6
H E Bonner	Berkeley 01	130	5
College Park	Berkeley 01	166	6
Nexton	Berkeley 01	100	4
Eagle Nest	Dorchester 02	180	6
Williams Memorial	Dorchester 04	150	5
Cottageville	Colleton 01	120	4
Estill	Hampton 02	120	4
Fennell	Hampton 01	60	2
Ridgeland	Jasper 01	150	5
Hardeeville	Jasper 01	120	4
Whalebranch	Beaufort 01	90	3
Robert Smalls	Beaufort 01	60	2
Michael C Riley	Beaufort 01	150	5
	TOTAL BOOKS	10,657 Oscar+Harry	

Exhibit D

Sample Program Endorsements

1. The Georgetown Assessment Project 15
2. Richland School District 2 23
3. Marion County School District 32
4. The Town of Saluda 36
5. Horry County Schools 38
6. Pageland County Elementary School 42
7. Clarendon County 43
8. Oconee County 48
9. Calhoun County 53

Cindy Clark

Georgetown 2015

From: Hammel, Patti <PHammel@gcsd.k12.sc.us>
Sent: Thursday, September 03, 2015 1:18 PM
To: Cindy Clark
Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thank, Cindy! This looks like a great program. I am sure we will want to participate. I will get with you after our Wednesday's Meeting to share which sites, etc. You, also, have a great Labor Day Weekend! Patti

---

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Thursday, September 03, 2015 1:16 PM
To: Hammel, Patti
Cc: selliott9@sc.rr.com
Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thanks, Patti,
We are excited to work with y'all for our kids and teachers.
Happy Labor Day.
God bless y'all.

From: Hammel, Patti [mailto:PHammel@gcsd.k12.sc.us]
Sent: Thursday, September 03, 2015 1:09 PM
To: Cindy Clark
Subject: RE: Georgetown August 2015 Project (Cindy Clark)

Thanks so much! I will discuss with the principals next week at Leadership meeting on Wednesday. We will surely want to participate. It was very helpful to see the expectations before she and I speak! Have a wonderful Labor Day weekend. Patti

---

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Thursday, August 20, 2015 12:30 PM
To: selliott9@sc.rr.com
Subject: Georgetown August 2015 Project (Cindy Clark)

Mrs. Elliott,
It was so good to speak with you.
We are excited to possible be able to begin this new educational adventure.
Thanks so much for your support and consideration of working with us.
God bless each of you in Georgetown.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

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2015

Cindy Clark

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"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum
Medal of Honor Museum
40 Patriots Point Road
Mt. Pleasant, SC 29464
Direct: 843-971-5046
Cell: 843-518-0578
Web: PatriotsPoint.org

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Cindy Clark

Georgetown 2015

From: selliott9@sc.rr.com
Sent: Wednesday, September 02, 2015 10:46 AM
To: Cindy Clark
Subject: Re: Just Cindy Clark

Hi Cindy

I was able to speak with Dr. Dozier only momentarily yesterday just before our board meeting.
I told him that transportation cost would not be included. He said he thought we had paid that last time. I also gave him a hard copy of proposal. I am sure he will be passing info on to Mrs. Patti Hammel, Diretor of Elementary Ed., who would be in charge of it. Her phone number is 843 436 7036.
Again, thank you for considering us for the project.
Best regards,
Sarah Elliott
---- Cindy Clark <CClark@patriotspoint.org> wrote:
> Happy September, Mrs. Elliott,
>
> Just checking in to see how your talk with Dr. Dozier went?
>
> Feel free to call my cell if you don't reach me on the landline.
> (843-518-0578)
>
> Thanks for all y'all do for our young people and teachers.
>
> God bless you.
>
> elemnetary
>
> Cindy Clark
>
> Programs Coordinator
>
> Institute of History, Science and Technology
>
> "Never underestimate the power of an encouraging word."
>
>
>
>
>
>
>
> Naval & Maritime Museum
>
> Medal of Honor Museum
>
> 40 Patriots Point Road
>

Cindy Clark Coastal Mont.

From: sarah wilson <swilson@coastalmontessoricharter.org>
Sent: Friday, February 20, 2015 9:45 AM
To: Cindy Clark; hillary usher; Elisabeth Enriquez; andria hejl
Subject: Fwd: CMCS visit

(Georgetown)
2014-2015
Blended Learning
School

Thank you, Cindy. I have emailed this request for feedback to the other teachers, too.

My impressions were mostly positive. My students really enjoyed the mapping/surveying activity: the hands-on, the collaboration, and the interesting results. They were amazed that they could all count the same picture but come up with different answers. Alicia was engaging and related well with the students.

I loved the fact that you guys came to us to follow up with a science/math concept. The only downside was that I felt it was a little rushed.

Thank you so much!
Sarah

---------- Forwarded message ----------
From: **Cindy Clark** <CClark@patriotspoint.org>
Date: Fri, Feb 20, 2015 at 9:16 AM
Subject: RE: CMCS visit
To: sarah wilson <swilson@coastalmontessoricharter.org>, hillary usher <husher@coastalmontessoricharter.org>

Sure...Her name is Alicia Raimann and you can just send them here to the ship. c/o Patriots Points Ed. Dept./40 Patriots Point Road/Mt. Pleasant, SC 29464.

Also, as we are trying to get the grant renewed, any emails from y'all with specific strengths and likes of the program would be helpful as soon as possible.

Thanks and Stay warm.

God bless y'all

From: sarah wilson [mailto:swilson@coastalmontessoricharter.org]
Sent: Friday, February 20, 2015 9:09 AM
To: hillary usher
Cc: Cindy Clark
Subject: Re: CMCS visit

From: hillary usher [mailto:husher@coastalmontessoricharter.org]
Sent: Monday, February 02, 2015 11:16 AM
To: Cindy Clark
Cc: Nathalie Hunt
Subject: CMCS visit

Hello Cindy,

My name is Hillary Usher and I am one of the upper elementary teachers at CMCS. Dr. Hunt forwarded me your contact information about setting up the final component of the Blended Learning Program we have been participating in. Originally, you mentioned coming to our school on February 9th in the morning, which works for us. There are 4 different classrooms, but we could double up if you need us to. I am sorry for the shorter notice, we have been trying to work around schedules. If this date is no longer available for you, could you please send an alternative. We absolutely want to have you come and present the final portion of the program. Please let me know if you need any further information from me or have any questions. Thank you!

Sincerely,

Hillary Usher

Upper Elementary Teacher

Coastal Montessori Charter School

"The land is where our roots are. The children must be taught to feel and live in harmony with the Earth."

No virus found in this message.
Checked by AVG - www.avg.com
Version: 2014.0.4800 / Virus Database: 4257/9045 - Release Date: 02/02/15

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Ms. Clark,

We really enjoyed the program we had with your educator! We want to write some thank you letters to her but we need her full name and an address. Can you help us out?

Sarah Wilson

On Wed, Feb 4, 2015 at 10:35 AM, hillary usher <husher@coastalmontessoricharter.org> wrote:

Yes, most of our students are Georgetown county, a few might come from Horry. We will set up our celebration room for your visit and bring our classrooms to you. Dr. Hunt, I spoke to Nicole about this and offered our rooms for her to use on Monday. We are excited to see this program!

Sincerely,

Hillary Usher

Upper Elementary Teacher

Coastal Montessori Charter School

"The land is where our roots are. The children must be taught to feel and live in harmony with the Earth."

On Mon, Feb 2, 2015 at 11:23 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Hi, Mrs. Usher,

That date is still available and we'd love to come.

Do most or your students come from Georgetown and Horry area?

Alicia is our Instructor that will come and she could be there about 8:30am if that would work?

She would need to set up the program is one room and just have the classes/teachers come to her.

Four classes are doable and we usually plan 30 minutes for each session.

Based on that would these time work for y'all.

Class 1-9:00-9:30am

2012

583 Patricia Avenue
Murrells Inlet, South Carolina

December 1, 2012

TO WHOM IT MAY CONCERN:

It is with pleasure that I write a letter of support for the educational progra
offered by the USS Yorktown's Institute of History, Science, and Technol

I was privileged to view first hand several classes from our school district
experience living history of our nation's bravest men and women. The his
science curricula encompassed in this educational experience are aligned t
specific state standards which further strengthen classroom teachers' daily
The program truly validates the importance of off-campus educational exp
for students.

The educational staff of the USS Yorktown is outstanding and possess in
knowledge of the curriculum as well as enthusiasm for their work.

I am a strong advocate for every student in our state having the opportuni
participate in this exciting and relevant program.

With Best Regards,

Sarah F. Elliott

Sarah F. Elliott
Board Member
Georgetown County Schools

Georgetown County School District

J.B. Beck Administration and Education Center

2018 Church Street • Georgetown, SC 29440 • (843) 436-7000

2012

April 3, 2012

To Whom It May Concern:

Georgetown County School District would be enthusiastic and excited to partner with Patriots Point Navel and Maritime Museum regarding the possibility of participating in interactive, literacy-supported history and science programs offered on board the USS Yorktown. Georgetown County has great historical significance. The close proximity to Charleston makes for a good partnership.

Georgetown County School District already takes trips to Charleston, taking advantage of the resources and cultural offerings there. The grant would allow Georgetown County School District to expand educational opportunities for our students.

We fully support the grant. Please feel free to call me at 843/436-7175 to discuss this matter further if needed.

Sincerely,

H. Randall Dozier, Ph.D.
Superintendent

HRD:jh

Cindy Clark

Richland 2

Sept. 2015

From: Angel Brown <abrown@richland2.org>
Sent: Thursday, September 03, 2015 3:41 PM
To: Cindy Clark
Subject: Re: October 12th for site visit?

Good Afternoon, Cindy!

I will be in touch to give you the school contact for coordinating the school visit. We will get back with you about October 12th.

I'd like for the books to be sent to me. I will deliver them to our participating school. The information is below.

Participating School:

Joseph Keels Elementary School

7500 Springcrest Drive

Columbia SC 29223

Mailing Address:

Angel Brown

Richland Two Social Studies Specialist

1261 Kelly Mill Road

Blythewood, SC 29016

On Thu, Sep 3, 2015 at 2:53 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

Hi, Angel,

We have begun scheduling site visit and YOU are first.

PAGE 23

Cindy Clark

Aug 2015

From: Angel Brown <abrown@richland2.org>
Sent: Monday, August 17, 2015 9:46 AM
To: Cindy Clark
Subject: Blended Learning Grant

Good Morning, Cindy!!!

I hope you had a wonderful summer!!!

Last year, one of our schools participated in the Blended Learning Grant you received. I wanted to touch base with you to find out if you received the grant again for this year and if you will be coordinating resources with schools.

Teachers from Joseph Keels have responded with positive feedback about the curriculum and resources they received last year. So, thank you so much for that opportunity.

--

Angel M. Brown, MAT, NBCT (Literacy)
Social Studies Specialist
Elementary Division
Teaching and Learning Department
Richland School District Two
abrown@richland2.org
803-237-6912
The Social Studies Station: http://goo.gl/zVxWH2
Elementary Teaching & Learning: http://goo.gl/B6XIdX

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.
-John Lubbock

PAGE 24

Cindy Clark

Richland

From: Angel Brown <abrown@richland2.org>
Sent: Friday, October 24, 2014 8:35 AM
To: Cindy Clark
Subject: Blended Learning Resources

2014

Hey, Cindy!

I hope you are well!! My teachers and I are wondering if the grant is renewed again for next year will they receive another class set of texts. We are wondering if we could have students annotating, underlining and highlighting in the text but don't want to do that if we'll need to use them for next year.

They like the texts so far, by the way!

--

Angel M. Brown, MAT, NBCT (Literacy)
Social Studies Specialist
Elementary Division
Teaching and Learning Department
Richland School District Two
abrown@richland2.org
803-237-6912
The Social Studies Station: http://goo.gl/zVxWH2
Elementary Teaching & Learning: http://goo.gl/B6XIdX

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.
-John Lubbock

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Version: 2014.0.4765 / Virus Database: 4040/8439 - Release Date: 10/23/14

Page 25

Cindy Clark

Richland 2

From: Angel Brown <abrown@richland2.org>
Sent: Tuesday, September 09, 2014 3:22 PM
To: Cindy Clark
Subject: Re: Cindy Clark-BL Grant Registration!!!

Sept. 2014

Thank you for speaking with me today! I have completed the form but wanted to send you the mailing address for the materials as that is different from the participating school's address.

Participating School:

Joseph Keels Elementary School'
7500 Springcrest Drive
Columbia SC 29223

Mailing Address:

Angel Brown
Richland Two Social Studies Specialist
500 Spears Creek Church Road
Elgin, SC 29229

Send to Reading Spec. NOT school

Thanks!

On Tue, Sep 9, 2014 at 1:58 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

That would be GREAT!!!

Thanks

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Tuesday, September 09, 2014 1:28 PM
To: Cindy Clark
Subject: Re: Cindy Clark-BL Grant Registration!!!

One more question, since the materials are coming to me and not the school, should I put my address?

Thanks!

Page 26

Cindy Clark

Joseph Keels Elem

From: Angel Brown <abrown@richland2.org>
Sent: Tuesday, August 19, 2014 10:38 AM
To: Cindy Clark
Subject: Re: FREE 5th Grade Prog

Richland 2

AUG 2014

Thank you!

On Tue, Aug 19, 2014 at 10:34 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Great!!!

Yes, and we will deliver to your address so you can distribute them.

We are hopeful to ship them the middle of September. Will keep you posted.

God bless you.

Cindy Clark

Programs Coordinator

Institute of History, Science and Technology

"Never underestimate the power of an encouraging word."

PATRIOTS POINT

• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum

Medal of Honor Museum

40 Patriots Point Road

Mt. Pleasant, SC 29464

Direct: 843-971-5046

Cell: 843-518-0578

PAGE 27

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Tuesday, August 19, 2014 9:51 AM
To: Cindy Clark
Subject: Re: FREE 5th Grade Prog

Good Morning, Cindy!

I hope you enjoyed your time off last week!

The school I'd like to enroll in your program is Joseph Keels Elementary. They will have approximately 110 5th graders and 5 teachers. We are a very transient district. Will you send a couple of extra copies for students who may move in later, or how will that work?

You can send the materials to me at the following address

Angel Brown

500 Spears Creek Church Road

Eligin, SC 29229

We're looking forward to working with you!

On Wed, Aug 13, 2014 at 9:36 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Yes ☺. Am on vacation this week so next week will work. Thanks, Angel

PAGE 28

Sent from my Verizon Wireless 4G LTE DROID

Angel Brown <abrown@richland2.org> wrote:

Good Morning, Cindy!

Thank you for speaking with me last week about the blended learning partnership opportunity with Patriot's Point. I have asked a school to participate and am waiting on their total number of 5th grade teachers and students. Please let me know if you still have space available in the program.

Also, when the materials are sent in September, is there anyway you can have them delivered to me? I would prefer to deliver them to the teachers and give some information with them.

Thank you,

Angel

On Mon, Aug 4, 2014 at 11:56 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Should be in here after 2:00 but if you miss me call my cell (843-518-0578).

THANKS!!!

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Monday, August 04, 2014 11:50 AM
To: Cindy Clark
Subject: Re: FREE 5th Grade Prog

Cindy,

I am not sure yet of the total number of 5th graders. Are you available to speak with me this afternoon to give me more information about your program?

PAGE 29

Thank you,

Angel M. Brown, MAT, NBCT (Literacy)

Elementary Social Studies Specialist

CCSS Implementation Specialist

Richland School District Two

803-237-6912

http://goo.gl/zVxWH2

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

-John Lubbock

On Jul 31, 2014, at 3:32 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

YES!!!

Could you send me your projected number and name of school for this Fall?

Am in my office now if you'd like to talk.

Thanks.

Cindy Clark

Programs Coordinator

Institute of History, Science and Technology

"Never underestimate the power of an encouraging word."

<image001.png>

Page 30

Naval & Maritime Museum

Medal of Honor Museum

40 Patriots Point Road

Mt. Pleasant, SC 29464

Direct: 843-971-5046

Cell: 843-518-0578

Web: PatriotsPoint.org

From: Angel Brown [mailto:abrown@richland2.org]
Sent: Thursday, July 31, 2014 2:47 PM
To: Cindy Clark
Subject: FREE 5th Grade Prog

July 2014

Good Afternoon, Ms. Clark!

I am contacting you in regards to the FREE 5th grade program you are offering as a part of your blended learning initiative. Are there still available spaces?

If so, I'd love to speak to you for more information.

Thank you,

--

Angel M. Brown, MAT, NBCT (Literacy)
Elementary Social Studies Specialist

CCSS Implementation Specialist

Page 31

Cindy Clark Marion

From: Cindy Clark
Sent: Monday, March 16, 2015 10:57 AM
To: 'Cindy Jones'
Subject: RE: Site Visits/MAR. 10-13!!! YEAH!!!

2015

YEAH!!
Thanks

From: Cindy Jones [mailto:cJones@marion.k12.sc.us]
Sent: Monday, March 16, 2015 10:42 AM
To: Cindy Clark
Subject: RE: Site Visits/MAR. 10-13!!! YEAH!!!

Hi, Cindy! I'm attaching the first newsletter from October 2014. I'll send the next after she publishes! Have a wonderful day! Cindy

Cindy Jones
Instructional Technology
cjones@marion.k12.sc.us

>>> "Cindy Clark" <CClark@patriotspoint.org> 3/13/2015 12:45 PM >>>
Thanks so much for this great email!!!
We will look forward to continuing to work together.
Any chance of us getting a copy of your district newsletters?
Thanks for all y'all do for the "Party of the Kids, Teachers and Country."
God bless y'all.

From: Cindy Jones [mailto:cJones@marion.k12.sc.us]
Sent: Friday, March 13, 2015 9:34 AM
To: Cindy Clark
Subject: Re: Site Visits/MAR. 10-13!!! YEAH!!!

Hi, Cindy!
WOW! Thank you so much for sending Ms. Tammy McCain to conduct lessons with our 5th graders here at Britton's Neck Elementary School! The teachers and students are so appreciative. It was exciting to see how much the students learned and how connected they were to the material! They were beyond excited and totally engaged! Both classes were so excited and we are planning to write additional lesson plans similar to the one Ms. McCain used- as far as using cooperative groups and the types of techniques and style she used! The children and teachers are so hopeful that they can continue to be involved in any further activities in the upcoming year! Both the Curriculum Facilitator at Britton's Neck Elementary and District Public Relations Director for Marion County School District stated that your program went beyond their expectations and they were highly impressed with what the students were exposed to during the school year and with Ms. McCain.

Thanks again for allowing our students to be part of such a fabulous and valuable learning experience! We are very appreciative of all you have done! We only wish that we were closer to Charleston so that we could visit. As it is, we could not make the trip done via our school buses and be back by the 2:30 deadline for field trips. However, we LOVE using the interactive sites you've made available!

Cindy Clark Marion

From: Cindy Jones <cJones@marion.k12.sc.us>
Sent: Friday, March 13, 2015 9:34 AM
To: Cindy Clark
Subject: Re: Site Visits/MAR. 10-13!!! YEAH!!!

2015

Hi, Cindy!
WOW! Thank you so much for sending Ms. Tammy McCain to conduct lessons with our 5th graders here at Britton's Neck Elementary School! The teachers and students are so appreciative. It was exciting to see how much the students learned and how connected they were to the material! They were beyond excited and totally engaged! Both classes were so excited and we are planning to write additional lesson plans similar to the one Ms. McCain used- as far as using cooperative groups and the types of techniques and style she used! The children and teachers are so hopeful that they can continue to be involved in any further activities in the upcoming year! Both the Curriculum Facilitator at Britton's Neck Elementary and District Public Relations Director for Marion County School District stated that your program went beyond their expectations and they were highly impressed with what the students were exposed to during the school year and with Ms. McCain.

Thanks again for allowing our students to be part of such a fabulous and valuable learning experience! We are very appreciative of all you have done! We only wish that we were closer to Charleston so that we could visit. As it is, we could not make the trip done via our school buses and be back by the 2:30 deadline for field trips. However, we LOVE using the interactive sites you've made available!

On another note- we featured your program in our district newsletter when the students first received their books and will have another article featuring the visit from Ms. McCain soon!

Best, Cindy

Cindy Jones
Instructional Technology
cjones@marion.k12.sc.us

>>> "Cindy Clark" <CClark@patriotspoint.org> 2/24/2015 11:55 AM >>>
Dear Principals and Teachers,
Tammy is excited to be visiting each of your schools March 10-13, 2015. We will follow the same schedule with the dates below.
Again, thanks for being flexible and understanding.
Please notify me if there is anything you need prior to next week.
Please review the times and let us know if any modification.
This has been an exciting educational adventure in spite of fires, snow and delay...Guess that is why teachers and administrations are so flexible.
God bless each of you.

Site Visit Days
Dillon-Latta Elem.-March 10
Tammy will arrive at Main Office about 7:45am and set up to teach 5 classes beginning at 8:15 for 30 minutes each. If two classes need to be combined that is doable but much more fun if one class at a time as this will be a hands-on presentation.

Cindy Clark

Marion

2014

From: Cindy Jones <cJones@marion.k12.sc.us>
Sent: Thursday, October 09, 2014 11:01 AM
To: Cindy Clark
Subject: BNES Textbook Distribution
Attachments: 2014-10-09 08.28.19.jpg; 2014-10-09 08.28.58.jpg; 2014-10-09 08.29.18.jpg; 2014-10-09 08.29.32.jpg; 2014-10-09 08.30.12.jpg; 2014-10-09 08.33.27.jpg

Hi Cindy,
The students and teachers were SO excited to receive their 2 books: "Oscar I AM!" and "Harry, I WAS!?"

Their teachers and I showed them the website and the online e-books, too! We are so thankful to you for giving us this opportunity to incorporate the 5th grade Blended Learning Initiative Grant Package here at Britton's Neck Elementary School.

I'm attaching some pictures from this morning- when the students received their books. There's a race on to see if the students can beat their teachers in reading the books over our Fall Break- which runs from tomorrow through next Monday!

Again, thanks from the bottom of our hearts. I know our children will grow so much from utilizing the resources.

Have a great day! Cindy

Cindy Jones
Instructional Technology
cjones@marion.k12.sc.us

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Homecoming 2014

Marion High School

Myiah Brown, with Kevin Grant; Winner - Alexis Sainvil, with David Johnson; Amanda Angrand with Treadwell Campbell; Kayden Hemingway, and

Mullins High School

Runner-up Kierra Platt and Homecoming Queen Cassandra Phillips

Creek Bridge High

Homecoming Queen K'Asia Allen with Miles Branham

Palmetto Middle School

Taliyah Davis, Courtney Barrineau, Janell Sindab, Jordan Pearson, Brittany Brumbles, Tenasha Fladger, Tara Brockington, Tyliana Cooper, Cierra Ward, India Taylor, Alexis Hayes and Amari Grant

Mrs. Cindy Floyd Jones is working with a student who is exploring the book Harry I WAS! where fictional characters Oscar, an oxygen atom, along with hydrogen atoms Hank and Hannah, travel to the harbor's watershed while teaching students about weather, sea creatures and pollution. The second book is Harry I WAS! which is a story about Willie, a real-life Medal of Honor recipient, and his fictional best friend Harry, who both served together in the Civil War

5th graders Benefit from Grant

For the past six years, Patriots Point & the Department of Education have been working on a blended-learning program that involved the production of two supplemental textbooks and a handful of learning stations onboard the aircraft carrier Yorktown. This year, Britton's Neck students received their own personal editions of the science book Oscar I AM! and the history book Harry I WAS! .

While the fifth-graders read through the books, their teachers will have access to an online library of videos filmed onboard the USS Yorktown to guide them along. Each quarter, crews from Patriots Point also plan to live stream video to the classrooms so students can see various parts of the ship, including science labs and the Medal of Honor Museum.

Students can also access the Patriots Point Blended Learning website to continue the scientific journey and reinforce inquiry-related standards and practices. Patriots Point is working with Dr. Erik Sotka from the College of Charleston's Grice Marine Lab and the South Carolina Department of Natural Resources' Score Program to bring South Carolina-based research to the BNES 5th grade classrooms.

Saluda
2015

TOWN OF
SALUDA
SOUTH CAROLINA

100 South Jefferson Street Saluda, SC 29138-1633
Phone 864.445.3522 - Fax 864.445.4928
www.townofsaluda.com

To: Cindy Clark, Program Coordinator
Patriots Point
Mt. Pleasant, South Carolina 29464

From: Amelia Herlong, Mayor
100 S. Jefferson St.
Saluda, South Carolina 29138

March 25, 2015

Dear Miss Clark:

I had the pleasure to attend a fifth grade presentation though you blended education program. This program was at Hollywood Elementary School in Saluda on February 27, 2015.

The program that your outreach provided our students is so worthwhile.

Alicia Raimann was the presenter. She was so good with the students. Her knowledge, enthusiasm and usage of many modalities made for a captive audience. I learned a lot too! The integration of math and science using hand-on and other visuals was an exciting experience for the students.

What a wonderful way to coordinate instruction across our state- in school instruction; site instruction; providing resources; and follow up.

Keep up great program for our greatest treasure… Our Students.

Sincerely,

Amelia Herlong

Amelia Herlong

PAG 36

This institution is an equal opportunity provider and employer.

Page 37

Horry County Schools

Horry 2014 - 2015

As an administrator for Horry County Schools, I would like to express my support for the Patriots Point Naval and Maritime Museum. Horry County Schools understands the value of hands on experiences with science and history. Additionally, the rich opportunities to integrate these standards based experiences with authentic literacy applications. The Patriots Point Naval and Maritime Museum interactive, literacy-supported programs on board the USS Yorktown provide excellent educational experiences tied to South Carolina standards, and will most definitely lend themselves to the rigorous Common Core State Standards schools will be adopting. The opportunities provided through Patriots Point are sure to generate excitement among our students.

Sincerely,

Dottie Brown
Executive Director for Elementary Schools

335 Four Mile Road (29576) • P.O. Box 260005 • Conway, SC 29528-6005 • (843) 488-6700

Cindy Clark

From: Cynthia Magrath <CMagrath@horrycountyschools.net>
Sent: Wednesday, April 22, 2015 10:34 AM
To: Cindy Clark
Subject: Re: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Thank you, Cindy, for including Carolina Forest. We enjoyed Alicia today:)

From: Cindy Clark <CClark@patriotspoint.org>
Date: Thursday, April 9, 2015 5:03 PM
To: Boone Myrick <BMyrick@horrycountyschools.net>, Cindy Magrath <cmagrath@horrycountyschools.net>
Cc: Alicia Raimann <ARaimann@patriotspoint.org>
Subject: RE: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

We are happy to work with Mrs. Magrath and set up the visit on the 22nd.
Mrs. Magrath, would you let me know when a good time to set this up with you works?
We are excited to visit your school on April 22 and work with your teachers and 5th graders.
Thanks again.

From: Boone Myrick [mailto:BMyrick@horrycountyschools.net]
Sent: Thursday, April 09, 2015 4:02 PM
To: Cynthia Magrath
Cc: Alicia Raimann; Cindy Clark
Subject: FW: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Cindy,

Please see the messages below. Will you work with Alicia Raimann and the school to make arrangements for the visit on the 22nd?

Thank you!
Boone

From: Cindy Clark <CClark@patriotspoint.org>
Date: Thursday, April 9, 2015 at 2:20 PM
To: Boone Myrick <bmyrick@horrycountyschools.net>
Cc: Alicia Raimann <ARaimann@patriotspoint.org>
Subject: RE: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Hi, Mrs. Myrick,
Alicia is copied on this email and will be happy to come on April 22nd for your site visit.
She will need about 30 minutes per class and a room where perhaps she can set up and the classes can come.
On the school site it looks like there are 6 classes so if y'all want to combine 2 classes that would work or she can do each separately.
She will drive up from here so please advise as to times.
We are looking forward to having y'all part of our Blended Learning Schools.
God bless you.

PAGE 39

From: Boone Myrick [mailto:BMyrick@horrycountyschools.net]
Sent: Thursday, April 09, 2015 1:05 PM
To: Cindy Clark
Cc: Boone Myrick
Subject: FW: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Cindy,

Will any of the days below work for the visit?

Boone

From: Boone Myrick <bmyrick@horrycountyschools.net>
Date: Monday, February 16, 2015 at 4:35 PM
To: Cindy Clark <CClark@patriotspoint.org>
Cc: Boone Myrick <bmyrick@horrycountyschools.net>, Cynthia Magrath <CMagrath@horrycountyschools.net>
Subject: Re: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Cindy,

The information requested for using the program was submitted online. Please let me know if any of the days for the visit will work?

School: Carolina Forest Elementary School
Teacher: Karly Caldwell
Possible Dates for Visit: April 22nd, April 27th, April 21st
Time Teacher Will Use Materials: 9:35 – 10:05

Boone

From: Cindy Clark <CClark@patriotspoint.org>
Date: Wednesday, February 4, 2015 at 3:58 PM
To: Boone Myrick <bmyrick@horrycountyschools.net>
Cc: Cindy Ambrose <CAmbrose@horrycountyschools.net>, Rick Maxey <RMaxey@horrycountyschools.net>
Subject: RE: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Thanks, Boone.
We are always excited to work with Horry County Educators.
Thanks for all y'all do and we look forward to April.
God bless y'all.

From: Boone Myrick [mailto:BMyrick@horrycountyschools.net]
Sent: Wednesday, February 04, 2015 3:47 PM
To: Cindy Clark
Cc: Cindy Ambrose; Rick Maxey
Subject: Re: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Page 40

Cindy,

As we discussed this afternoon, we will schedule a date for the visit in early April.

We look forward to having the opportunity for you to visit our district.

Boone

From: Cindy Clark <CClark@patriotspoint.org>
Date: Tuesday, February 3, 2015 at 11:50 AM
To: Boone Myrick <bmyrick@horrycountyschools.net>
Cc: Rick Maxey <RMaxey@horrycountyschools.net>
Subject: Cindy Clark with the Blended Learning Program--Please Respond/Thanks

Dear Mr. Myrick,
We are getting ready to make site visit to all of our schools which received the "Oscar, I AM," and "Harry, I WAS!?" readers back in October.
You were going to pick a school and give them the books per our earlier discussion.
Would you be so kind as to let me know which school. We are excited to provide a site visit to each school covered completely by the grant as well.
I look forward to your response as soon as possible.
Feel free to call if that is easier.
Happy February.
God bless you.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum
Medal of Honor Museum
40 Patriots Point Road
Mt. Pleasant, SC 29464
Direct: 843-971-5046
Cell: 843-518-0578
Web: PatriotsPoint.org

All e-mail correspondence to and from this address may be subject to public disclosure under the South Carolina Freedom of Information Act (FOIA). This correspondence is intended exclusively for the individual or entity to which it is addressed and may contain information that is proprietary, privileged, confidential or otherwise legally exempt from disclosure. If you are not the named addressee, you are not authorized to read, print, retain, copy or disseminate this message or any part of it. If you received this correspondence in error please inform the sender immediately and delete the email and any attachments. (qwe1)

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Chesterfield

Pageland Elementary School

(Sticky Note Poster)

Phone: 843-672-2400
Fax: 843-672-5585

715 West McGregor Street
Pageland, South Carolina 29728

Jean Page Watson, Principal
Lauren Watson, Curriculum Coordinator

2015

January 7, 2015

Dear Miss Clark,

I enjoyed speaking with you this morning and we are so excited that a representative from Patriots point will visit our school to talk with our students. They have thoroughly enjoyed reading the books you gave our school. (*Harry, I Was* and *Oscar, I Am)* Both books correlate perfectly with our standards and have been a huge success. Hopefully we will begin receiving them each year so we can give them to the students and they will be able to annotate as they are studying the books.

Thank you again for choosing our school and we look forward to working with you for many years.

Sincerely,

J.P. Watson

J.P. Watson

Principal

Cindy Clark

Clarendon 2

2014

From: Shanna morgan <smorgan@csd2.org>
Sent: Wednesday, October 15, 2014 12:13 PM
To: Cindy Clark
Subject: Re: Just Cindy Clark on the USS Yorktown

I have registered our school and have the materials ready to hand out. I just couldn't find the videos and lessons plans. I was looking under the Patriotspoint.org site. Thank you so much for the help and for the amazing books!

On Wed, Oct 15, 2014 at 11:29 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Dear Mrs. Morgan,

Not sure if y'all have registered your school but if not would you do so official data for which we have received this grant. Then present each 5th grader their own books(1 History and 1 Science).

Lots of schools have even decided to use the books as book report books or competition between groups vs. teachers!!!

Attached is the information that would have been in the packet of information.
(www.patriotspoint.org/blendedlearning)

The code is BL2014

To view the videos and other materials we have a special website at www.blendedlearning.com.

We are so excited to have y'all as part of our program.

Please do not hesitate to call or email with anything else y'all may need.

Thanks for all y'all do for our kids, teachers and country.

God bless y'all.

Cindy Clark

Programs Coordinator

Institute of History, Science and Technology

"Never underestimate the power of an encouraging word."

Clarendon 2

Cindy Clark

2014

From: Shanna morgan <smorgan@csd2.org>
Sent: Tuesday, October 14, 2014 9:32 AM
To: Cindy Clark
Subject: Books from the Grant

Can you please tell me where I can find the videos and resources that go along with the books that our school received? I went tot he Patriots Point website under teachers but I did not see the information located there. Thank you so much!

--

Shanna Morgan
Literacy Coach
Manning Elementary School
311 West Boyce Street
Manning SC 29102
(803)435-5066

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Version: 2014.0.4765 / Virus Database: 4040/8389 - Release Date: 10/14/14

Page 44

Cindy Clark

Clarendon 2

2014

From: Marie Gibbons <mgibbons@csd2.org>
Sent: Thursday, October 02, 2014 1:06 PM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Thanks so much!! I will come by the museum when I leave the conference. Will you be at the museum or Edventure? I am assuming the museum.

My cell is 803-473-8167.

Mr. Tindal said to tell you hello and he is excited about the books!

See you tomorrow.

On Thu, Oct 2, 2014 at 9:47 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

.l be at the State Museum until about 5:30ish if you could just come there and find me. I'll be in the Vendor area or call my cell and I'll pop out as the books will be in my car.

My cell is 843-518-0578.

Will that work?

Thanks for all and OF COURSE we want y'all to have a book!!!

Drive safely and see you tomorrow.

From: Marie Gibbons [mailto:mgibbons@csd2.org]
Sent: Wednesday, October 01, 2014 10:10 PM
To: Cindy Clark

Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Yes, we need 105 each, but if you want to give us one then add 2 more.

Cindy Clark

2014

Clarendon2

From: Marie Gibbons <mgibbons@csd2.org>
Sent: Wednesday, October 01, 2014 9:58 AM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Ms. Clark,

We need about 205 books in all. 195 5th graders and teachers.

Thanks so much!!
Marie

On Tue, Sep 30, 2014 at 7:19 PM, Marie Gibbons <mgibbons@csd2.org> wrote:
No, I don't think we will have anyone there at the SS meeting. I will be at an AdvancED meeting in Columbia if I need to meet you somewhere.

We have 195 right now in fifth grade. Plus the teachers. I'll get an exact count from the school tomorrow.

Thanks!!

On Tuesday, September 30, 2014, Cindy Clark <CClark@patriotspoint.org> wrote:
Will anyone from your district be at the Social Studies Conference in
Columbia Friday?
I'm doing a workshop and could bring the rest with me?!
Thanks...probably will leave here to head that way Thursday.

-----Original Message-----
From: Marie Gibbons [mailto:mgibbons@csd2.org]
Sent: Tuesday, September 30, 2014 4:00 PM
To: Cindy Clark
Subject: Read: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Your message

To: Marie Gibbons
Subject: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!
Sent: 9/30/14, 10:56:12 AM EDT

was read on 9/30/14, 3:59:32 PM EDT

No virus found in this message.
Checked by AVG - www.avg.com

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Cindy Clark (2014) Clarendon 2

From: Marie Gibbons <mgibbons@csd2.org>
Sent: Tuesday, September 30, 2014 3:44 PM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

(Met me in Cola. to get books)

Dear Mrs. Clark,

YAY!! The books are here! I had forgotten about them. They are awesome. I can't wait to get them over to the elementary school!!

We received 100 of each book. Do you intend for each 5th grade student to have one of each book or either the science or history book? If they are supposed to get one of each then we will need to get more books.

I shared all the information with the Read to Succeed Coach at the school and she will share the website and resources with the teachers.

Thank you so much for thinking of us!!
Marie

On Tue, Sep 30, 2014 at 10:56 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Please note that your books should be there this week!!!

The boxes will have the return address of Patriots Point and will full of HISTORY and SCIENCE Readers for your school's 5th graders. (One per county as part of our Blended Learning Initiative to spread the message of Literacy, History, Science and more!!!

Each of will also receive a packet of information and we ask that if you have not officially registered your school that you do as soon as possible. (The link to register is www.patriotspoint.org/blendedlearning/) The code you will need is BL2014. This is just for our data and proof that we were able to get the books to all of you. If there are extra books feel free to use them in your school or county as you may feel is best. If we have not sent enough for each 5th grader in the specific school let us know as well.

If you are receiving the books to distribute in your county please have that lead teacher or yourself register on line.

Please feel free to call with any questions or comments.

We are so excited to be able to share with your young people and teachers this special blessing in book form!!!

Cindy Clark

Oconee

2014

From: Lauren Harrison <lharrison@oconee.k12.sc.us>
Sent: Monday, September 22, 2014 8:29 AM
To: Cindy Clark
Cc: Ginger Hopkins; Michael Thorsland
Subject: Oconee Participation in Patriots Point Blended Learning Project

Cindy,
I apologize for not getting this information to you last week, but we got held up at some state meetings, which made it take a little longer to get those updated numbers. I truly enjoyed speaking with you on the phone last week, and I want to thank you for your offer.

My Assistant Superintendent for Instruction and I were both thrilled with your offer to provide a class set of books for each of the other 9 schools in addition to the books for all of the 5th grade students in one school. That is extremely generous and will allow all of our 5th grade students to participate. If it is okay, we will go with your suggestion of Blue Ridge Elementary School being the school totally funded with the grant. They currently have 107 students in 5th grade. Here are our updated numbers:

Blue Ridge Elementary School – 107 – full funding
James M. Brown Elementary School – 99
Keowee Elementary School – 60
Northside Elementary School – 95
Oakway Intermediate School – 72
Orchard Park Elementary School – 56
Ravenel Elementary School – 69
Tamassee-Salem Elementary School – 39
Walhalla Elementary School – 101
Westminster Elementary School – 54

Please let me know if you need additional information or if I can help in any way.
Thank you again on behalf of our students –
Lauren

Lauren Harrison
ELA Instructional Specialist & Professional Development Assistance
School District of Oconee County
864-886-4400, ext. 3426

No virus found in this message.
Checked by AVG - www.avg.com
Version: 2014.0.4765 / Virus Database: 4025/8253 - Release Date: 09/21/14

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Cindy Clark

Oconee

2014

From: Cindy Clark
Sent: Wednesday, July 30, 2014 9:46 AM
To: Keith Grybowski
Subject: Oconee County Request

From: Cindy Clark
Sent: Tuesday, July 29, 2014 2:49 PM
To: 'Lauren Harrison'
Subject: RE: Blended Learning Package

Hi, Lauren,
Could you send me the names of each school and the projected number of fifth graders?
Will get back to y'all as soon as I have a firm answer.
Thanks.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT
• HOME OF THE USS YORKTOWN •

Naval & Maritime Museum
Medal of Honor Museum
40 Patriots Point Road
Mt. Pleasant, SC 29464
Direct: 843-971-5046
Cell: 843-518-0578
Web: PatriotsPoint.org

From: Lauren Harrison [mailto:lharrison@oconee.k12.sc.us]
Sent: Monday, July 28, 2014 3:52 PM
To: Cindy Clark
Subject: Blended Learning Package

Good afternoon, Ms. Clark.

Dr. Michael Thorsland, our District Superintendent, shared your email regarding the Blended Learning Institute with our Instructional Services Department, and we are so very excited about this possibility in our district. We are currently trying to determine which school should take part, and honestly, we would love the possibility of all ten of our elementary schools participating. I know that you have a very limited number of spots available, but is there any way that we could collaborate with you to bring our other schools on board with it? We understand that the additional

classes may not be able to be funded through the grant. I would really enjoy the opportunity to speak with you about this. If not, obviously we want to ensure that at least one of our schools and the fifth graders within that school have the opportunity to learn in this wonderful unit.

Thank you for any assistance you can give us with this.
Lauren

Lauren Harrison
ELA Instructional Specialist & Professional Development Assistance
School District of Oconee County
864-886-4400, ext. 3426

NOTE: The School District of Oconee County does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission to, access to, treatment in, or employment in its programs and activities. Earnestine Williams, Assistant Superintendent for Human Resource Services; Marge Bright, 504/ADA/ Coordinator; and Steve Hanvey Assistant Superintendent for Instructional Services and (Title II) have been designated to handle inquiries or complaints regarding any discrimination matter. Their offices are located at 414 S. Pine St., Walhalla, SC 29691. They may be contacted at 864.886.4400 if you have questions.

Cindy Clark

Oconee

2014

From: Lauren Harrison <lharrison@oconee.k12.sc.us>
Sent: Monday, July 28, 2014 3:52 PM
To: Cindy Clark
Subject: Blended Learning Package

Good afternoon, Ms. Clark.

Dr. Michael Thorsland, our District Superintendent, shared your email regarding the Blended Learning Institute with our Instructional Services Department, and we are so very excited about this possibility in our district. We are currently trying to determine which school should take part, and honestly, we would love the possibility of all ten of our elementary schools participating. I know that you have a very limited number of spots available, but is there any way that we could collaborate with you to bring our other schools on board with it? We understand that the additional classes may not be able to be funded through the grant. I would really enjoy the opportunity to speak with you about this. If not, obviously we want to ensure that at least one of our schools and the fifth graders within that school have the opportunity to learn in this wonderful unit.

Thank you for any assistance you can give us with this.
Lauren

Lauren Harrison
ELA Instructional Specialist & Professional Development Assistance
School District of Oconee County
864-886-4400, ext. 3426

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Cindy Clark

Calhoun 2015

From: Nicole White <nwhite@acsdsc.org>
Sent: Tuesday, August 18, 2015 12:13 PM
To: Cindy Clark
Subject: Re: Blended Learning request

GREAT!!!

Thank you!

Question, does this package include both, "Oscar, I am!" and " Harry, I was!"?

Do we get new books each year as long as the grant is continued or just the one set, that we will receive?

We also have a new student, so that would be 27 students in the fifth grade.

Thank you again! I am extremely excited!

Mrs. Nicole Moore
5th Grade Math and Science
John C. Calhoun Elementary
750 North Calhoun Shores Parkway
Calhoun Falls, SC 29628
(864) 418-8016

On Mon, Aug 17, 2015 at 1:20 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

YEAH!!!

Y'all on are our list and we will be in touch soon.

Thanks for the nice email too.

God bless you.

From: Nicole White [mailto:nwhite@acsdsc.org]
Sent: Monday, August 17, 2015 1:12 PM
To: Cindy Clark
Subject: Blended Learning request

Good afternoon,

I am getting ready to start a new school year at John C. Calhoun Elementary in Calhoun Falls, SC. Last year I was a teacher in McCormick and was able to experience your on-site visit. The students loved the hands on learning that you were able to bring to them. The knowledge

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Cindy Clark

2014 - 2015

Calhoun

From: Nicole White <nwhite@acsdsc.org>
Sent: Monday, August 17, 2015 1:12 PM
To: Cindy Clark
Subject: Blended Learning request

Good afternoon,

I am getting ready to start a new school year at John C. Calhoun Elementary in Calhoun Falls, SC. Last year I was a teacher in McCormick and was able to experience your on-site visit. The students loved the hands on learning that you were able to bring to them. The knowledge and information presented helped them make real world connections here in their home state of South Carolina. It is also a great way for teachers to incorporate the scientific inquiry standards into their lesson plans. I would love to be able to add my new school, John C. Calhoun Elementary, to this blended educational experience. I have two sciences classes with a combined total of 26 students. Please feel free to contact me at (864) 378-2595 or the email provided.

Thank you,
Mrs. Nicole Moore
5th Grade Math and Science
John C. Calhoun Elementary
750 North Calhoun Shores Parkway
Calhoun Falls, SC 29628
(864) 418-8016

Moved from McCormick (2014) and asked for Calhoun (2015

Calhoun
McCormick

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EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	EEDA/Regional Education Center	**Address**	1201 Main Street Columbia, SC 29201

2015-16 EIA Appropriation	**$1,302,000**	**2014-15 EIA Appropriation (if program funded last year)**	**$1,302,000**

Program Contact	Elisabeth Kovacs	**Organization**	SC Dept. of Commerce
Contact Title	Workforce Dev. Manager	**Address**	1201 Main Street Columbia, SC 29201
Contact Phone	803-737-2329	**Contact E-Mail**	ekovacs@sccommerce.com

Description of Program:
As defined by the Education and Economic Development Act, the Regional Education Centers are to coordinate and facilitate the delivery of information, resources and services to students, educators, employers and the community.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
_____	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): Was created and implemented by the SC Education and Economic Development Act of 2005.

2. A. Relevant State Law

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

Code of Laws:
Chapter 59 of Title 59 Section 59-59-180 Section 13-1-1810 Section 13-1-1820

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, as ratified on June 23, 2015):
1.47. (SDE: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. **1.63.** (SDE: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

Regulation(s):
N/A

B. Other Governing Guidelines

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

X	Yes		No

If yes, please describe:

The South Carolina Department of Commerce oversees the Regional Education Centers and governs the implementations of their programs.

Program Description

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

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

3. Goals

What are the primary goals of the program?

Goals	
1	Serve as the connection for the business and education communities in order to prepare the workforce to meet industry demands
2	
3	
4	
5	

4. Strategies

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Completed/Ongoing
2		
3		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	In progress
2		
3		

5. Indicators

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

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

In Fiscal Year 2014-15, a variety of activities and initiatives throughout each of the twelve centers to include, but not limited to:

Career Development Facilitator training for educators
Career fairs, business/industry showcases and tours, soft skills workshops and other conferences for educators and students
STEM summer camps
College application days

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of educators receiving information, resources, and services.	Completed/Ongoing
2	Number of students receiving information, resources, and services.	Completed/Ongoing
3		

For fiscal year 2015-2016, in addition to localized programs within the 12 regions, statewide initiatives are being implemented in order to provide a consistency in message and measurement of deliverables for a more holistic program impact.

Fiscal Year 2015-16		
Indicator		**Progress** (Intended Benchmarks)
1	Number of educators receiving information, resources, and services.	Maintain and increase
2	Number of students receiving information, resources, and services.	Maintain and increase
3	Number of High Schools participating in the Renaissance Manufacturing Initiative during the current period	A minimum of 10
4	Number of existing industries participating in the Renaissance Manufacturing Initiative. during the current period	A minimum of 100

6. Outcomes

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

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

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

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	44,387+ students reached	All REC student and educator activities contribute to the Profile of a SC Graduate through "knowledge, skills and characteristics" contribute to the Profile
2	9,415+ businesses reached	
3	6,092+ adult learners reached	
4	14,829+ parents reached	
5	9,353+ educators reached	
6	349+ events completed	
7	416 events initiated	

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	See above indicators. Additional metrics and measures are being identified.	All REC activities contribute through a variety of ways.

7. Program Evaluation

A. Outcomes

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

B. Implementation

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

C. External Evaluation

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

_____ Yes _____ No

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

There has not been an external program evaluation since the transfer of the Regional Education Centers to the Department of Commerce. The Department of Commerce conducted internal reviews and evaluations and is in the process of implementing statewide metrics and accountability measures for all twelve centers.

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

As indicated in Proviso 1.63 (SDE EEDA Regional Education Centers), "Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500".

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

There are no recommendations at this time.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	$1,302,000	$1,302,000
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	$1,302,000	$1,302,000

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service	$960,000	$960,000
Contractual Services	$49,000	$49,000
Supplies & Materials	$293.000	$293.000
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:	$1,302,000	$1,302,000
# FTES:		

11. Future EIA Funding Requests

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

_____X_____ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$_____

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

Coversheet			
EIA-Funded Program Name	**Reach Out and Read Carolinas**	**Address**	18 Plott Drive Sylva, NC 28779

2015-16 EIA Appropriation	**$1,500,000**	**2014-15 EIA Appropriation (if program funded last year)**	$0

Program Contact	**Callee Boulware**	**Organization**	Reach Out and Read Carolinas
Contact Title	**Executive Director**	**Address**	18 Plott Drive Sylva, NC 28779
Contact Phone	**803-960-7455**	**Contact E-Mail**	Callee.boulware@reachoutandread.org

Description of Program:

Reach Out and Read prepares our youngest children living in low-income communities to succeed in school by partnering with doctors to prescribe books and encourage families to read together. Reach Out and Read was founded in 1989 as a collaboration between pediatricians and educators, who were concerned about the academic underperformance prevalent in our elementary schools, particularly in low-income regions. Together, they developed a whole-child approach to helping children reach their full potential. Reach Out and Read is a true two-generational approach to language and literacy as well as healthy brain development. Today, Reach Out and Read serves more than 4 million children nationwide. In South Carolina, Reach Out and Read currently serves nearly 115,000 children through their medical home across the state.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws:

Proviso(s) (If applicable, include reference to the 2015-16 General Appropriations Act, Act XXX of 2015):

117.21

Regulation(s):

B. Other Governing Guidelines

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

	Yes	x	No

If yes, please describe:

Program Description

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

- **Goal**: Overall purpose or long-term outcome of the program.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program. Common resources include human resources, financial resources, space, technology, other equipment and materials.
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- **External Factors:** Issues or circumstances that are outside of the control and scope of the program but they may impact the implementation or outcomes of the program.

3. Goals

What are the primary goals of the program?

Goals	
1	Scale Reach Out and Read to all children, starting with those living in poverty, in South Carolinas
2	Educate and empower parents in the daily sharing of language and literacy, and its role in the development of healthy minds and bodies in their child.
3	Support the Reach Out and Read provider network in the successful implementation of the program as a standard of pediatric primary care, including technical assistance, evaluation, research, and training.

4. Strategies

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

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

Fiscal Year 2014-15		
	Strategy	Progress (completed, in progress, not begun)
1		
2		
3		
4		
5		
6		
7		
8		

Reach Out and Read began our project with EIA support in July, 2015. Strategies below reflect work in FY 2015-2016, and progress reflects work done between July 2015-October 1, 2015. Each strategy has associated metrics to measure and evaluate success.

Fiscal Year 2015-16		
	Strategy	Progress (completed, in progress, not begun)
1	Expand Reach out and Read to serve approximately 40,000 additional children and families living in poverty across the State.	In progress
2	Build organizational capacity to better support our programs and provider network, including but not limited to additional staffing support, Board development, IT work, and strategic planning.	In progress
3	Deep focus on high-quality programming in each clinical location, working with the new Reach Out and Read quality matrix and technical assistance paradigm.	In progress
4	Expand partnerships at the local, state, and regional level to deepen impact and increase collaboration.	In progress
5	Expand research and evaluation of Reach Out and Read program model.	In progress
6	Refine provider training systems and schedule to increase professional development opportunities and priorities	In progress
7		
8		

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	Progress (completed, in progress, not begun)
1		
2		
3		
4		
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	Progress (completed, in progress, not begun)
1	Number of new children in Reach Out and Read clinics (approximately 40,000 recruited)	In process
2	New program specialists hired to support current and expanding programs in SC	Completed
3	Board development strategic planning process completed	In process
4	Integration of quality matrix and evaluation for 100% of all Reach Out and Read program	In process
5	65% participation by sites in parent evaluation process (Yr1, increasing annually)	In process
6	85% of all Reach Out and Read programs rated "green" for quality and model fidelity	In process
7	85% compliance rate for all Reach Out and Read programs (well child visits/books distributed)	In process
8	Initiation of pilot research study to evaluate integration of borth-6 month program model expansion	In process
9	Deeper partnerships in 50% of our programs with top tier program partners at the local level (libraries, adult literacy, Latino outreach, developmental delays and disabilities, home visiting, or book programs)	In process

10	Comprehensive training initiatives, including the establishment of a medical leadership committee to rebuild resident training program and expand to all family practice and pediatric resident programs in SC, Regional Summit training opportunities (3 statewide), and research new micro-lecture series.	In process

6. Outcomes

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

A. **Past Outcomes:** If the program received EIA funding during Fiscal Year 2014-15 and/or 2015-16, what has the program accomplished in the past one to two years?
B. **Future Outcomes:** In the future, during the 2016-17 through 2020-21 timeframe, what should the program accomplish over the next three to five years?

Past Outcomes Fiscal Year 2014-2016	
1	n/a
2	
3	
4	
5	
6	
7	
8	

Future Outcomes Fiscal Year 2014-2016	
1	Serve 40,000+ additional children and families in poverty across SC, expanding our reach to approximately 150,000 children statewide.
2	Operate with high-quality programming and strong fidelity to the research-based Reach Out and Read model in programs statewide.
3	Play leadership role in the continued maximization of the medical home as a nexus for ROR and other partners to connect families with services to support healthy development.
4	Continue to produce research that guides and informs the evolution of the Reach Out and Read program and model to insure impact for children and families.
5	Operate with organizational excellence and leadership.
6	Increase innovative training opportunities for the Reach Out and Read provider network.
7	

8	

7. Program Evaluation

A. Outcomes

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

In evaluating the success of a Reach Out and Read program, outcomes are measured in three, specific areas: 1) improved literacy- related skills, attitudes, and behaviors in parents; 2) program and pediatrician compliance with the Reach Out and Read model; and 3) increased number of children and families living in poverty provided literacy services by physicians. Twice during each year, physicians at each of our sites will complete an online Progress Report. This report will detail the number of children participating in our program and number of books distributed. It will also indicate the economic demographics of the patient population served. On a quarterly basis, our program staff will conduct formal and informal site observations, using our standard quality matrix system to evaluate each site's best practices and outline areas for improvement. Annually, our pediatricians submit a Medical Provider Report, which indicates the frequency and effectiveness of Reach Out and Read training and book distribution. Twice annually, Reach Out and Read programs participate in the parent survey period, and parents in each clinic will complete surveys at the conclusion of each well-visit. Data from the parent surveys demonstrate both quality implementation as well as short-term outcomes with respect to parent understanding and behavior around language and literacy.

Quality goals will continue to be measured and met through board-set quality goals and compliance rate evaluation. Reach Out and Read staff and board set annual goals at the beginning of each fiscal year. These indicators demonstrate quality and model fidelity, and are measured by Reach Out and Read program staff. In addition, Reach Out and Read will set and achieve goals with respect to 100% consistency in book supply, helping to fulfill out "right book, right child" goal as well as goals around programs expansion.

B. Implementation

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

In South Carolina, Reach Out and Read has implemented a new tool to better understand outcomes at the local level. Reach Out and Read has spent a great deal of time and capacity to build a better systems

to evaluate our work locally and collect quality data on our programs and their implementation. We worked with the Nonprofit Finance Fund in the fall of 2013 to analyze our current evaluation tools, and better define the outcomes that we can attribute to the Reach Out and Read intervention. Through this process, and with the assistance of a team of external evaluators, Reach Out and Read designed a new parent survey tool to assess short-term outcomes for our parents across the region. We piloted this survey and implementation design in the spring of 2014, and are rolling out the process statewide in the fall of 2014. At the same time, we have built a new software system to collect and house evaluation data, down to the site level. This advancement in our ability to collect, house, and evaluate outcomes data regionally is a significant step for our program.

In addition to a strong, peer-reviewed evidence base, Reach Out and Read shows major accomplishments in scalability and cost efficiency; age and access; and visibility. Since the program model works within the established health care system, the opportunity exists to reach almost every child in South Carolina at the earliest possible age. The 2007 National Survey of Child Health states that 90% of children ages 6 months through 5 years visit their pediatric care provider regularly.

C. External Evaluation

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

_____x_____ Yes _____ No

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

Reach Out and Read has a larger evidence-based than any other psycho-social intervention in general pediatrics with 15 peer-reviewed studies evaluation program impact and effectiveness.

Reach Out and Read Carolinas continues to help build this National evidence base through a few specific projects:

1. Current pilot of an eventual RCT to analyze the integration of the Reach Out and Read model into well-child visit starting at birth (as opposed to the current start time of the 6-month visit).
2. Recently completed Cost-Benefit Analysis in partnership with the Institute for Child Success.
3. Statewide integration of a short-term evaluation to measure changes in parent behavior at the state and local level (designed and implemented this process which is now being adapted by Reach Out and Read partners elsewhere in the country).

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

Due to the risk EIA funds may be reduced in the future, please describe how the program and/or organization would absorb or offset potential EIA reduction of five to ten percent in the current fiscal year?

Reach Out and Read is deeply committed to a robust and diversified system of support for our work. A reduction of EIA funding in the future may have short term impacts on our work, delaying certain steps, but Reach Out and Read is committed to matching EIA funds with private support, and will continue to leverage investments to insure stability in our work statewide.

9. Loss of EIA Funding

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

If EIA funding for the 2015-2016 year was suddenly gone, the primary impact would be on our expansion numbers. Reach Out and Read would have to dramatically adjust our expansion goals.

10. Recommendations

Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Not at this time.

11. Current Program Budget (SDE Administered-Programs DO NOT Complete Question 11)

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA		1,500,000
General Fund		0
Lottery		0
Fees		0
Other Sources		700,000
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:		**2,200,000**

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		470,000
Contractual Services		
Supplies & Materials		24,000
Fixed Charges		80,000
Travel		20,000
Equipment		10,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Books for Program		795,000
Provider training and technical assistance		33,000
Other administrative costs		28,000
Evaluation		40,000
TOTAL:		**1,500,000**
# FTES:		**8.5**

11. Future EIA Funding Requests

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

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

Reach Out and Read will receive in subsequent years $1,000,000 instead of the currently allocated $1,500,000.

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

$_____1,000,000_____

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

Reach Out and Read will work with private and institutional partners to leverage ongoing EIA support and continue our work across South Carolina.

Partnerships and Collaboration

Time Period: Fiscal Year 2015-16

Partner	Type of Organization (public, private, nonprofit)	Mission of Organization	Role in Proposed Project (Community Advisory Committee, Provision of Specific Services)	Type of Contribution (cash, in-kind, other)	Value of Contribution in Dollars
TOTAL VALUE					

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Partnerships: Arts Curricula (H91)	**Address**	Arts Commission 1026 Sumter St., Suite 200 Columbia, 29201

2015-16 EIA Appropriation	**$1,000,000**	**2014-15 EIA Appropriation (if program funded last year)**	

Program Contact	Ken May	**Organization**	Arts Commission
Contact Title	Executive Director	**Address**	1026 Sumter Street Suite 200 Columbia 29201
Contact Phone	803-734-8689	**Contact E-Mail**	kmay@arts.sc.gov

Description of Program: These funds help students throughout the state gain **world class knowledge in the arts** and foster the world class skills and life and career characteristics called for in the Profile of the South Carolina Graduate. Specifically, they increase the Arts Commission's **grantmaking for arts education** through **established programs** like Arts in Basic Curriculum Advancement (for schools and school districts), Teacher Standards Implementation (for individual arts teachers), and Arts Education Projects (for schools and community organizations) and support **new, targeted initiatives** to reach students in poverty, such as the summer 2015 STEAM (Science, Technology, Engineering, Arts, and Math) camp in Clarendon School District One. A portion of these funds will support **evaluation** of funded programs and projects and will restore an arts education **staff position** at the Arts Commission that has been unfilled since 2010.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws: Title 60, Chapter 15-South Carolina Arts Commission

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

Regulation(s):

B. Other Governing Guidelines

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

X Yes _____ No

If yes, please describe: Published grant application guidelines, approved by the Arts Commission's Board of Commissioners.

Program Description

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

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

3. Goals

What are the primary goals of the program?

Goals	
1	Increase access to comprehensive, standards based arts instruction in SC schools
2	Increase access to arts learning and experiences in summer and afterschool programs
3	
4	
5	

4. Strategies

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	**Arts in Basic Curriculum (ABC) Project**—statewide technical assistance, professional development, and grantmaking to schools and school districts, helping them provide comprehensive, standards-based arts education for all students.	Ongoing partnership effort involving Arts Commission, SC Dept. of Education, Winthrop University and a coalition of more than 30 statewide organizations , operating continuously since 1987.
2	**2014 Arts Education Task Force**—assessed progress of ABC Project, reviewed current research, and proposed next steps, with a focus on reaching children in poverty. Analysis of research showed solid progress in arts education access and quality, compared to regional and national averages. However, quality is dependent in most cases on supplemental funding, and high poverty schools are lacking.	Recommendations published in February 2015. Requested funds for near-term recommendations. $1M in recurring EIA funds appropriated.
3		
4		
5		
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8		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Continue **expansion of ABC schools** statewide. Flexible funding to support locally developed and directed strategic arts education plans. Maximum grant for schools increased from $7,500 to $15,000; districts from $15,000 to $25,000.	Increased grants for ABC sites by $334,725. Total of 56 grants statewide.
2	Support **arts education projects** and programs to increase access to arts learning in afterschool and summer programs in schools and community settings such as arts councils, recreation centers, Boys & Girls Clubs, museums, traditional arts apprenticeships, etc. Focus on rural/high poverty students. Maximum grant $15,000.	$365,634 in new funds invested to date. Total of 45 projects supported with new funds to date.
3	Pilot **targeted programs in highest poverty school districts**, based on successful existing models, such as 2015 summer STEAM camp in Clarendon School District One.	$184,641 budgeted, $103,763 invested to date in 2 partnership grants.
4	Restore Arts Education Program Coordinator **position** at the Arts Commission to design and direct new and existing programs.	$75,000 budgeted. Interviews in progress, start expected no later than January 2016.
5	**Evaluate** new efforts with a focus on student outcomes in skills and life and career characteristics	$40,000 budgeted. Provider consortium in development.
6		
7		

8		

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Number of **ABC sites** statewide / number of schools (some sites are school districts)	49 sites / 216 schools
2	Number of **students** participating	28,851
3	Number of **teachers** served by ABC summer institutes	325
4	Average **percentage free/reduced lunch**	79%
5		
6		
7		
8		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Increase number of **ABC sites** /schools	7 new school sites and 1 district / 23 schools
2	Increase number of **students** participating in ABC schools	4,500
3	Increase number of **teachers** served by ABC Institutes	50
4	Number of new **projects/pilots** supported with new EIA funds	50
5	Percentage of projects serving **rural/high poverty students**	90%
6	Number of **students** participating in new projects/pilots	16,000
7		
8		

6. Outcomes

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

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

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

	Past Outcomes Fiscal Year 2014-2015	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	No EIA funds	
2		
3		
4		
5		
6		
7		
8		

	Current and Future Outcomes Fiscal Year 2015-16 and beyond	**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	School gains in **opportunities** in the arts and in **knowledge and skills** in the arts	Arts are included in "World Class Knowledge"
2	**Reductions in summer learning loss** (for summer programs)	World Class Knowledge
3	**Increased skills** in problem solving, collaboration and teamwork, communication, use of media and technology, self-direction, perseverance, work ethic, and interpersonal skills	World Class Skills and Life and Career Characteristics
4		
5		
6		
7		
8		

7. Program Evaluation

A. Outcomes

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

As noted above, we track
1) **Opportunities in the arts** via the State Report Card and **arts learning** (specifically in ABC sites) by the SC Arts Assessment Program administered by the Office of Program Evaluation at the USC College of Education, with support from the SC Department of Education. We monitor visual arts and music knowledge and performance assessments given to fourth graders in a significant sample of schools statewide. These scores have been correlated with arts ratings and other outcome measures on the Report Card. These other measures are particularly relevant in schools with high levels of arts integration (instruction that combines arts and other disciplines, such as STEM, language arts, or history).
2) Rates of **summer learning loss** by comparing fall MAP testing results with those of

the previous spring for students participating in funded summer programs. We will compare their performance with that of comparable non-participating students.

3) Changes in **student skills and life and career characteristics** noted above via student self-assessment, parental assessments, and observed behavior, using pre- and post- surveys and classroom observations. A consortium of SC program providers is working to adapt methods developed by the Boston and Beyond in Boston, MA, a large scale afterschool and summer education program that is included in an ongoing national study by the Rand Corporation, funded by the Wallace Foundation.

B. Implementation

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

Indicators cited are drawn from grantee-reported data collected by the Arts Commission and internal program statistics. **Outcome measures** are published or are available from partnering schools and agencies, such as the SCDoE. **ABC program plans** are reviewed quarterly by the ABC Coordinating Committee (representatives of the Arts Commission, DoE, and Winthrop College of Visual and Performing Arts where the Project Office is housed) and annually by the ABC Steering Committee (representatives of coalition organizations). Program plans are regularly adjusted in response to progress reviews by these groups. ABC sites meet as a group twice a year to share information and provide feedback. A new advisory group will monitor progress on **initiatives growing out of the 2014 Arts Education Task Force**, with focus on new efforts to reach students in poverty and work to advance STEAM education.

C. External Evaluation

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

X Yes _____ No

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

The ABC Project has commissioned outside evaluations regularly throughout its history, including major program evaluations at the 10 and 20 year milestones.

The **10-Year Evaluation** (1999, Michael Seaman) documented the positive impact on school ecology in established ABC sites and the strong influence of the project on state arts education standards and policy. It noted the growth and impact of a statewide network of arts educators and arts focused schools and the need to grow that network, particularly in rural areas. It compared performance of ABC schools and demographically matched non-participating schools and found that a

significant increase in time and resources devoted to arts did not have a negative impact on performance in other academic areas and found the most positive academic impacts in lower-SES schools. It noted the positive impact of district arts coordinators and called for more of these positions and statewide networking of them.

The **20-Year Evaluation** (2010, Improve Group—attached to submission email) found increased support for arts education at the local and state levels, including implementation of state arts standards in classrooms and uniform assessment through SCAAP. It documented the success of ABC outreach efforts—the majority of ABC sites are now in rural areas and perform at levels similar to their counterparts in metro areas. It noted a need for engagement of a broader base of stakeholders at the local site level to insure implementation of plans but found strong support among parents and teachers. It documented the effectiveness of ABC's technical assistance, professional development and networking, and local planning in supporting successful sites. It cited important strategies in project governance, grants administration, training and technical assistance, ongoing research, and advocacy.

In addition to the major milestone studies, there were **annual studies** from 1999 until 2009 (suspended due to budget cuts) focusing on the process of school change in ABC sites over time, the relationship between SCAAP results and standardized test scores in ELA and math, validity of program assessment instruments, and other subject. These studies were administered by the USC Office of Program Evaluation. We are currently in discussion with this office about a new program of evaluation.

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

To address a five to ten percent cut in the **current fiscal year** we would reduce grant awards for uncompleted projects, withhold uncommitted funds, and/or delay development of new evaluation tools and rollout.

To address a five to ten percent cut in **fiscal year 2015-16**, we would reduce most grant awards from current year levels but would prioritize investments in high-poverty, underserved areas. We would proceed with evaluation development and rollout at a reduced level.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NO

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

NO

EIA Program Report for Fiscal Year 2015-16

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	O	$1,000,000
General Funds	$661,447	$575,230
Lottery Revenues		
Fees		
Other (Federal)	$88,253	$105,944
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year		
TOTAL:	$749,700	$1,681,174

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		$55,500
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		$19,500
Allocations to Districts/Schools/Agencies/Entities	$749,790	$1,606,174
Other: Transfers		
Balance Remaining		
TOTAL:	$749,790	$1,681,174
# FTES:		1

11. Future EIA Funding Requests

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

_____ The same as appropriated in the current fiscal year's appropriation

X An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$ 500,000

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

The increase will support scaling up of successful approaches in high poverty areas and continued growth of ABC sites statewide.

Arts in Basic Curriculum

20-Year Anniversary Evaluation

arts in basic curriculum
ABC PROJECT

Prepared by:

the ImproveGroup

Acknowledgements

The research design, data gathering, and analysis presented in this report were conducted with important and valuable assistance from the following:

Members of the ABC Coordinating Committee

Christine Fisher, ABC Project Director, who answered many questions and provided data

Katie Fox, South Carolina Arts Commission, who served as our primary contact and provided important data and feedback

R. Scot Hockman, South Carolina Department of Education, who served as the liaison for data from the Department

Ching Ching Yap, Arts Education Research Project, who oversees ongoing research on ABC at the University of South Carolina's Office of Program Evaluation and provided arts education assessment data for this report

Participating sites and interviewees

About the Improve Group

The Improve Group is an independent evaluation and planning firm with the mission to help organizations deliver effective services. The research design, data collection, analysis and reporting expertise of the Improve Group particularly emphasizes building the capacity of local organizations to make information meaningful and useful. The Improve Group has been working with arts education initiatives since 2003.

Rebecca Stewart served as the Project Manager for this evaluation. She was assisted in design, data collection, analysis and reporting by the following Improve Group staff: Leah Goldstein Moses, Deborah Mattila, Susan Murphy, Danielle Assy and Mary Robison.

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Executive Summary

At their 20-year anniversary, the Arts in Basic Curriculum (ABC) Project can look back on many accomplishments and innovations that have helped the Project make progress on its goal to ensure that every student in South Carolina has access to a quality, comprehensive arts education. Through funding, research, advocacy and training and technical assistance, the Project has been a model for a number of advancements in arts education. The statewide focus, the creation of arts education standards and curriculum, the success of its advocacy and its inroads on arts education assessment and integration mark the ABC Project as a significant leader in the field of arts education. At this 20th anniversary, the ABC Project engaged an independent evaluator to explore the Project's impact at this stage of its history.

This report captures the findings of this 20-year evaluation. The evaluator conducted interviews with key stakeholders; surveyed teachers (arts and non-arts), administrators, arts coordinators and parents at Project sites; reviewed program records; and referenced findings from other relevant research studies. Recommendations based on these findings are offered to help ABC successfully build on its efforts to provide access to a quality arts education for every student in the state.

Project Governance

ABC's partners, the South Carolina Arts Commission, the South Carolina Department of Education and Winthrop University work together through a Coordinating Committee; this body exhibits a number of indicators of strong collaboration. Though the partnership has faced challenges at times over the 20 years, partners have been able to work through difficulties to continue constructive collaborative work. From the beginning of the Project, ABC has also had a commitment to involving a broader array of stakeholders through a larger Steering Committee.

> *Recommendation:* A large Steering Committee provides an opportunity to engage representatives from many sectors who can and do support arts education, but it can also be too large for close involvement in activities such as annual planning. ABC will need to identify ways for new participants and/or fresh perspectives from the different sectors represented on the Steering Committee to provide direction and feedback for the Project.

Funding and Grantmaking

ABC has consistently grown the number of funded sites through ABC grants as well as those sponsored by the State Department of Education (Distinguished Arts Program). Thirty-five percent of all school sites in the state have applied for or been part of an application for a successful DAP grant; 25% of school sites across the state have applied for or been part of an application for an ABC grant. When asked about the impacts they have observed, almost all parents report that arts education develops their child's creativity, a quality which educators are increasingly recognizing is a critical element to children's education today and their ability to adapt to the changing world as they mature. Acting on a recommendation from the 10-year evaluation, ABC increased its outreach to target underserved, primarily rural, sites.

> *Recommendation:* In order to continue to expand ABC's influence and its arts education reform efforts throughout the state, ABC will likely have to rely even more on working through site representatives. ABC has reached many sites in the state, but stretched staff capacity will not be able to support a significant number of new sites. At the same time, some changes may be needed in the outreach model currently in use. The methods of engaging outreach sites have proved successful in building support for arts education, participation in advocacy and use of ABC tools. But, the model may not be as effective at overcoming some differences in resource availability or in the engagement of faculty in discussions about arts education.

> *Recommendation:* Differences between DAP and ABC sites indicate that a review of guidelines, expectations and implementation for these two programs could help to clarify how programs can "learn" from one another to accomplish progress on shared goals.

Research

ABC has shown a consistent commitment to investigating its impact and evaluating its progress. Moreover, the Project has acted on the recommendations of past evaluations and has formed a productive partnership with the Office of Program Evaluation at the University of South Carolina to continue to inform its efforts. The South Carolina Arts Achievement Project (SCAAP) is an innovative standardized assessment tool that was developed through the efforts of ABC stakeholders.

> *Recommendation:* Future evaluations will be aided if ABC is able to gather consistent data on the impact of professional development opportunities, as well as encouraging participation in SCAAP to build a record of arts education achievement at sites.

Training and Technical Assistance

A majority of districts in the state have sent representatives to ABC's summer professional development workshops. Those attending the workshops have participated in a wide diversity of workshops, found the content relevant and reported these experiences help them to use State Standards in their classroom. Technical assistance has been a major focus of ABC staff time, but many staff at sites do not recognize this assistance as having come from ABC or are unaware of the assistance. Most of those who have participated in ABC professional development or technical assistance report a strong positive impact from the experience.

A majority of arts teachers at ABC sites are participating in professional development activities at higher rates than non-arts teachers. Many survey respondents reported that the arts standards and curriculum guides which ABC has been so instrumental in creating have a positive impact on student achievement. Finally, survey results indicate that South Carolina is outperforming national levels in the percent of arts teachers who are certified in the areas they teach.

> *Recommendation:* ABC will need to identify ways to increase stakeholder awareness of the Project and its work. Awareness was limited among survey respondents about what ABC is and the support that ABC staff offered their school or district.

Advocacy

ABC has had a number of important successes in policy work at the state level and can serve as a national model. In particular, other initiatives can learn from ABC's experience in state policy work, curriculum standards and standardized assessment. At the local level, ABC has sought to build support through the Project's direct efforts but also by encouraging sites to involve local stakeholders in creating arts education strategic plans. The evaluation showed that those with knowledge of the strategic plans did indeed have supportive attitudes about arts education, but many other stakeholders were not aware of the plans. In addition, the participation of stakeholders in the planning process is not as broad as ABC has encouraged. Strategic planning appears to be useful in building support for the arts; however, the methods of engaging stakeholders at district-wide sites should be reviewed to attain the same outcomes of support and engagement achieved at school sites. In general, district-wide sites tend to show lower levels of support for arts education and less awareness of ABC.

Recommendation: ABC must reinforce a message to sites that it is important to engage and communicate with a broad group of stakeholders in the planning process. Such widespread engagement can also be a vehicle to sustain progress made in building support for arts education, as strategic plans are regularly reviewed and updated.

Introduction

The Arts in Basic Curriculum (ABC) Project has ensured students throughout South Carolina have a quality, comprehensive arts education for 20 years. Through funding, research, advocacy and training and technical assistance, the Project has been a model for a number of advancements in arts education. The statewide focus, the creation of arts education standards and curriculum, the success of its advocacy and its inroads on arts education assessment and integration mark the ABC Project as a significant leader in the field of arts education. At its 20th anniversary, the ABC Project engaged an independent evaluator to explore the Project's impact at this stage of its history. This report captures the findings of this 20-year evaluation.

This report opens with a brief history of ABC, including findings from its 10-year evaluation. The report then provides a description of the structure of ABC and evaluation findings on the effectiveness of this structure. Next, evaluation findings are presented for ABC's main areas of work: funding, ongoing research, training and technical assistance, and advocacy.

The report then describes additional key findings about the impact of ABC on participating sites. Finally, recommendations stemming from evaluation findings are presented to inform ABC in the next chapter of their work.

A number of sources of information were used for this report: interviews with key stakeholders; a survey of teachers (arts and non-arts), administrators, arts coordinators and parents at Project sites[1]; program records; and other relevant research studies. A more detailed discussion of the evaluation approach and a description of survey respondents can be found in the appendices.

[1] Over 4,000 total responses were received through this survey from parents and staff at ABC and DAP sites across the state. 96% of school sites and 93% of district sites are represented in survey results.

Arts in Basic Curriculum: A Brief History

The Arts in Basic Curriculum Project (ABC) began with a grant to the South Carolina Arts Commission from the National Endowment for the Arts that supported planning to connect artists-in-schools programs to schools' visual and performing arts curriculum. Significantly, the grant required collaboration among state arts agencies, state departments of education and higher education. In this way, this grant and the subsequent planning work brought together the three main partners of ABC: the South Carolina Arts Commission, the South Carolina Department of Education and Winthrop University. The ABC Steering Committee, created at the same time by the Arts Commission, involved many more stakeholders who had an interest in the arts or education in South Carolina. In this way, the ABC Project set a precedent early in its history that it sought the involvement and engagement of a broad group of South Carolinians to support arts education in the state.

As seen in the timeline of Project milestones below, ABC quickly established a focus on developing tools and assistance to promote the use of quality arts curricula. Another early and continuing focus was established when ABC recognized that direct funding to schools and districts would be important to increasing support for and the presence of quality arts education around the state. Not long after, ABC began the first of a number of professional development programs that engaged not only arts teachers but also administrators, again to build skills and support for quality arts education. The Project has also commissioned research on relevant issues periodically. Most recently, regular research on the impact of ABC's work has been conducted by the University of South Carolina's Office of Program evaluation for the past nine years. Finally, throughout its history, ABC has recognized the need for building local support and state level advocacy for arts education to create an environment that promotes quality arts education for all students in South Carolina. Major milestones in these areas are included in the timeline below. This timeline is drawn from a much fuller history of the ABC Project which was completed in 2007 by Ray Doughty, ABC Project Director from 1991-1998.

ABC Project Milestones

1987
The South Carolina Arts Commission receives an Arts in Schools Basic Education Grant (AISBEG) from the National Endowment for the Arts to begin planning for what would become ABC. Winthrop University and the State Department of Education are key early partners to the ABC Project. Fifty other stakeholders comprise the Project steering committee.

1988
South Carolina Arts Commission and its partners create *The ABC Plan*. This document outlines a curriculum for arts instructors while also providing a reference to support the engagement of other teachers, administrators and teaching artists in supporting this quality arts curriculum. The Arts Commission receives a three-year, $150,000 AISBEG implementation grant from the National Endowment for the Arts to continue its work on ABC.

1989
ABC Model Site grant program is opened to South Carolina schools and districts; awardees are to act as exemplars for future grantees. With its advocacy allies, ABC enjoys a policy accomplishment in the Target 2000 Education Reform bill, which includes provisions based on the ABC Plan and funding for Target 2000 Arts in Education grants. These grants would later be known as Distinguished Arts Program (DAP) grants. DAP and model site grant programs continue to embody ABC's funding support to school and district sites.

1990
Curriculum frameworks for dance and drama, developed through funding provided by the South Carolina Arts Commission, are adopted by the State Board of Education. Such frameworks define curriculum and key components of a quality arts education. Frameworks promote consistent access to quality arts education around the state and are intended to replace existing approaches in many schools that were based on textbooks and/or performances and productions.

1991
The South Carolina Arts Commission receives a second, three-year, $150,000 AISBEG implementation grant from the National Endowment for the Arts. ABC hosts its first in a series of Higher Education Forums and Arts Leadership Institutes.

1993
The South Carolina Board of Education approves the South Carolina Visual and Performing Arts Frameworks, one of the first subject area frameworks approved by the Board; framework development for other subjects followed in subsequent years. Also in 1993, the Board of Education approves teacher certification in dance.

1995
The first Curriculum Leadership Institute for the Arts takes place; this summer staff development workshop is patterned after similar professional development projects for math and science. Also in 1995, a five-year progress report, *Making the Arts Basic in the Curriculum: Five Years of Progress in the ABC Model Sites*, is published.

1998
ABC advocacy efforts result in important arts education language being included in South Carolina's Education and Accountability Act. A collection of South Carolina professional arts education organizations publishes a joint statement on the importance of arts education—*Where We Stand*. Another key milestone also happens in 1998: the State Department of Education adopts Visual and Performing Arts Academic Achievement Standards, which ABC had been developing. Finally, teacher certification in theatre education is also approved by the State Department of Education.

1999
ABC publishes a ten-year Project evaluation report – *The Arts in Basic Curriculum Project: A Ten Year Evaluation*. Based on recommendations from this evaluation, ABC creates an outreach initiative to target previously underserved schools and districts.

2000-2001
The arts are included on the Education Accountability Act mandated school report card. Responding to another recommendation of the 10-year evaluation, the ABC Coordinating Committee develops a new ABC Project strategic plan; the outreach initiative is funded and officially begins. The first Arts Education Research Project report is published.

2002
The South Carolina Leadership for Success Academy (SCALSA) focused on the needs of new arts teachers is created. The South Carolina Visual and Performing Arts Standards are revised and aligned with national arts education standards. The South Carolina Department of Education Target 2000 grant program becomes the Distinguished Arts Programs grant program.

2003
ABC establishes an approach of having regional consultants assist in the outreach initiative. The ABC Project is also highlighted as a national model for arts education reform at a meeting of the National Arts Education Partnership. The Arts Education Leadership Institute is also highlighted by the Arts for Learning website.

2004
The ABC Steering Committee adopts a new five year strategic plan for the Project.

2005
The ABC Project develops a logo to represent its work. ABC redesigns professional development opportunities at ABC Advancement Sites, offering three professional development meetings each year for teachers, with substitute pay provided for two representatives. A task force begins work on developing a definition of arts integration.

2006
A task force is established to ensure that theatre teachers can attain "highly qualified status", as defined by federal No Child Left Behind legislation.

2007
ABC works with the State Department of Education to coordinate work on "Scope and Sequence" guidelines for standards-based arts curriculum.

Looking back: ABC's 10-Year Evaluation

In 1999, South Carolina completed another milestone evaluation with Michael Seaman, Associate Professor of Educational Research at the College of Education at the University of South Carolina. The major findings of the 10-year evaluation were that the ABC Project had built a strong network that measurably strengthened arts education in the state, and that the Project must develop new initiatives in order for this reform to continue. Seaman's primary recommendation to ABC was that Project staff members develop a data-informed strategic plan for arts education, and then use this plan to determine funding priorities. Additionally, he suggested that support for arts education could be improved through an expansion of school district, school site, and teacher networks in order to most effectively increase support for arts education reform. The evaluation also recommended that ABC expand the school district arts coordinator network. One of the key findings was that having an arts coordinator is a key factor in promoting arts education and supporting arts curriculum within districts, and therefore a coordinators' network would be particularly beneficial in growing district-level support for arts education.

Seaman also found that arts education at ABC school sites was diverse in both quality and depth. Arts education in these schools was found to be more framework-based when arts teachers were active members of the state arts education networks. Furthermore, the report found that support for arts education and arts integration was higher in ABC participating sites than non-participating sites. Seaman therefore recommended that ABC recruit schools and districts that would otherwise not seek to connect with the Project in order to strengthen existing networks, improve arts programming and increase support for arts education. In order to further the ABC Projects' impact on arts education in South Carolina statewide, Seaman recommended that ABC focus on expanding its partnerships and outreach to districts and schools. For example, the report recommended that ABC establish a multi-tiered partnership for schools, with different goals and standards for each tier, to allow some flexibility for schools and districts.

ABC's Structure and its Effectiveness

The following section describes ABC, how it is structured, the activities it uses to achieve goals, and how effective its structure is perceived to be by members of the education, arts, policy and arts education community.

Project Structure, Goals and Activities

The Arts in Basic Curriculum (ABC) Project is a statewide initiative with the mission to provide leadership to achieve quality, comprehensive arts education (dance, music, theatre, visual arts and creative writing) for all students in South Carolina. Operating for 20 years, the ABC Project is under the direction of the South Carolina Arts Commission, the South Carolina Department of Education, and Winthrop University's College of Visual and Performing Arts, who oversee the Project through a Coordinating Committee. The Coordinating Committee meets regularly, including an annual retreat to assess the current environment, review the Project's progress on strategic goals and make plans for the coming year.

These partners are also part of a larger ABC Steering Committee which sets broad direction for the ABC Project. The Steering Committee has, from its inception, been a large body representing diverse interests and intended to involve and engage a spectrum of stakeholders who have an interest in arts and arts education. This committee includes representatives from schools, districts, colleges, artists, arts organizations, teachers and community leaders. The ABC Steering Committee is responsible for reviewing ABC Project initiatives and making recommendations. The Steering Committee meets three times each year.

Though the main goals of ABC have remained the same throughout the Project's history, these goals, and strategies to achieve these goals, are regularly refined through strategic planning processes, per a recommendation from the 10-year evaluation. The current ABC Project Strategic Plan identifies six goals of the Project for the 2006-2010 period:

1. Maintain statewide momentum toward excellent arts education through leadership and strategic partnerships at all levels.

2. Increase understanding and support of arts education.
3. Establish and maintain public policy and systems of accountability that promote quality, comprehensive arts education for all students.
4. Increase individual schools and school districts capacities to implement comprehensive, standards-based arts education.
5. Increase knowledge and understanding of diversity in the arts among educators and students.
6. Enhance and diversify ABC development activities.

These goals guided the creation of a logic model[2] which framed this evaluation (logic model can be found in Appendix A). The logic model used these current goals to identify indicators of success for the ABC Project; thus, many of the strategic plan's objectives and relevant indicators are referenced throughout this report.

ABC primarily carries out its mission through grant-making, training and technical assistance, conducting research, and being a leader in advocacy to support public policies that promote quality arts education. **Grant-making** is accomplished through the South Carolina Arts Commission ABC Advancement grants and the State Department of Education Distinguished Arts Program grants. These two grant programs are referred to as ABC and DAP grants, respectively, in this report. This funding provides resources directly to schools and districts to support their efforts to build quality, comprehensive arts education programs. Funding sites may be schools or districts and some sites have received support from both ABC and DAP grant programs.

ABC also provides **training and technical assistance to individual sites.** This work helps sites with implementing local curriculum aligned with the South Carolina Curriculum Standards, identifying and implementing model programs, establishing curriculum guidelines, ensuring that specialists teach the arts, promoting the role of district-wide arts coordinators and supporting arts education strategic planning processes. The ABC Project brings site leaders together during regular day-long seminars to share information about their local projects,

[2] A logic model is a table or other graphic that describes goals, activities, indicators of success, and measurement tools.

discuss and learn about new initiatives and to gain professional development. ABC also provides professional development services to schools and districts that facilitate curriculum development using the South Carolina Curriculum Standards. Professional development is offered through (1) in-service training packages for classroom teachers and arts teachers; and (2) summer institutes for administrators, arts teachers and arts teacher educators. Finally, the Project has been active in ensuring that teacher certification is available in all arts areas, to promote appropriate pre-service training for arts teachers.

Research on its impact and on topics relevant to promoting quality arts education has been another important area of activity for ABC, including early studies and its 10-year evaluation. Since 2000, the Office of Program Evaluation at the University of South Carolina has published regular studies through the Arts Education Research Project that specifically investigate outcomes at ABC sites. Further, the South Carolina Arts Achievement Project (SCAAP) has been an innovative tool in this arts education research - supporting standardized assessment of arts education impact at multiple sites in South Carolina.

Finally, **advocacy** has been a critical activity for ABC over the years. Often, ABC works closely with the South Carolina Arts Alliance on advocacy efforts. Over its history, ABC Project partners, staff and site participants have all participated in advocacy efforts to promote policies that would support quality arts education. ABC also includes advocacy and leadership training in its professional development opportunities.

Evaluation Findings on the Effectiveness of ABC's Structure

ABC looks to strengthen and sustain its efforts through its structure of Steering and Coordinating Committees. A number of indicators of strong and productive governance for these groups are identified in this evaluation. Findings relevant to these indicators are summarized below.

Indicator: Clear communication amongst committee members

In his 10-year history of the ABC Project, Doughty reports[3] that the Coordinating Committee met regularly in person and corresponded often by phone and email. In addition, he describes that the committee began meeting for an annual retreat in 1990.

In interviews, all Coordinating Committee representatives report they have experienced effective communication on the committee. They described that communication takes place through regular Coordinating Committee meetings and the annual retreat. The steering committee meets 3-4 times a year, and communicates through emails and conference calls. The Arts Commission, State Department of Education and ABC staff members see each other more regularly than Winthrop representatives in day to day interactions. The annual retreat is valued by Coordinating Committee members.

Non-Coordinating Committee interviewees report good communication as well, again primarily through meetings and email. About half of the interviewees mentioned the steering committee meetings as a venue for sharing information. Four of the ten interviewees described that relevant communication often takes place outside of formal ABC settings. For instance, two interviewees mentioned that they are updated on relevant issues at Council of Arts Education Presidents meetings. Two others mentioned that there is a lot of cross-fertilization among boards of various organizations. Two areas of improvement were suggested during the interviews. One interviewee raised the point that using communication channels that focus on boards may hinder the inclusion of "new voices at the table". Another noted that that reliance on long, comprehensive steering committee meetings can be difficult, and it is a burden to take that time from other responsibilities.

Indicator: Partners are well-informed about relevant actions taken by one another

Previous members of the Coordinating Committee said that partners have historically done a good job of informing one another about relevant events, especially Winthrop and Arts Commission partners. Existing members agree that this is an important part of membership in the Coordinating Committee, with one interviewee saying it can get "a little bumpy when we get unilateral action and someone gets surprised by something". This suggests that members

[3] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 33.

appreciate advance knowledge of one another's activities as well as opportunities to be involved.

At the time of the interviews, recent staff changes with one partner were impacting the information flow to members. Interviewees described an initial period after this staff change wherein the partnership experienced difficulty getting the new representative assigned, up to speed on the purpose of ABC and vested with the decision-making authority appropriate for an ABC partner. One interviewee gave an example of documents related to arts standards that were created without ABC Coordinating Committee input. However, most of those who mentioned these difficulties noted that they were improving at the time of the interviews and had high expectations for the coming months. The experience does illustrate the importance and complexity of maintaining a strong partnership in a long-term initiative like ABC.

Indicator: Decisions reflect the consensus of partners

Current Coordinating Committee members mostly agree that decision-making goes well, noting that ABC staff is involved on the Coordinating Committee to inform decisions. Issues of reduced information from and opportunity for input after the staff change with one partner (described above) were raised again by some interviewees in response to this question. One said this hampered decision-making. Another interviewee, involved in the past, described that the partners "…worked in a way that we would not make substantive decisions without getting each other's input." One non-Coordinating Committee member observed that the full steering committee used to get more questions on direction, whereas this activity has more recently shifted to the Coordinating Committee.

Strategic plans were mentioned several times in interviews as an important reference during decision-making. One of the strongest recommendations in the 10-year evaluation was to develop a strategic plan to help guide decision-making. Subsequently, strategic plans have been developed that guide ABC's work, including framing the focus of this 20-year evaluation.

Indicator: Common vision of targets is shared by partners

Doughty's history describes deep involvement of the State Department of Education, Winthrop University, the Arts Commission and the influential steering committee in developing the guiding principles of ABC with the support of an initial planning grant from the National Endowment for the Arts (NEA). This guiding principle continues to be that arts

education should be an integral part of a student's overall education program, not an appendage but basic to all students' education in South Carolina. The steering committee worked in subcommittees to conduct a survey of needs, establish a common vision and outline recommendations for meeting that vision. Doughty recounts the basic statements of this vision that he asserts remain central to ABC's work today:[4]

1. All children in South Carolina schools should have equal educational opportunities to study the arts.
2. The arts are basic to general education and have profound value in shaping the quality of life/education in South Carolina.
3. The arts impart necessary knowledge, skills and understanding, and are a vital part of the education of all children.
4. The arts transmit and express civilization and are an important resource in education.
5. Creativity, critical thinking, and problem-solving skills are fostered through quality arts education.

In addition, the steering committee defined key strategies that ABC would use and specific resolutions that addressed elements such as curriculum, teacher training and certification and advocacy. Coordinating Committee interviewees who were involved in developing the vision described it as a very collaborative process with many key stakeholders involved.

Today, all Coordinating Committee interviewees confirmed that the vision is clear and all members are in consensus about its meaning. Interviewees said there has not been a change in the basic vision of ABC, though some recognized that strategies and emphasis have evolved over the years. Non-Coordinating Committee members did not consistently articulate the vision as clearly as Coordinating Committee members, but all did describe a similar focus for ABC and noted that they felt the vision was clear. Most interviewees said that ABC's vision and goals were important to their own organization. One remarked that, while some legislators see ABC's importance, a number are not very involved in education.

[4] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 27.

Indicator: Partners' individual agency actions generally support ABC's vision

Eight (all who responded to this specific question) Coordinating Committee interviewees report that the Coordinating Committee member organizations' actions generally support the vision of ABC and all felt that their organizations supported their involvement with ABC. One interviewee reported similar impressions historically, since they are no longer involved. Several interviewees mentioned that a meeting with a higher-level staff representative of the partner organization with the recent staff change had helped this staff person better understand their role with ABC and the staff has subsequently increased their involvement.

Indicator: Transitions are managed to support ongoing partner involvement and support of common vision

All Coordinating Committee interviewees responded that ABC was supported and functional throughout transitions. A few described that this did not mean that transitions were easy; they required a "training-in" of new members. The majority of Coordinating Committee interviewees reported that it was helpful during these transitions to have some continuity in those involved on the committee who could provide institutional memory and help orient new members. Interviewees described some examples of how transitions can be challenging, both in recent times and in the past. One interviewee, involved since the beginning of ABC continued with this important observation,

> *While the persons representing the three agencies – Winthrop University, the Arts Commission, and the State Department of Education – have changed almost yearly since 1989, the group has remained a cohesive and effective committee supporting both the Steering Committee and the [ABC] Project office.*[5]

Indicator: Partners contribute needed financial resources and influence to maintain coalition and programming

The Arts Commission has funded the administration of ABC through grants to Winthrop University, in addition to administering the ABC grant program. The State Department of Education, with allocations from the South Carolina Legislature, administers the DAP grant program and has recently also begun to contribute funds to support ABC's administrative costs. Winthrop University provides in-kind resources to support the ABC Project office. No partners remarked on inadequate levels of funding from partners. All Coordinating Committee

[5] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 33.

partners further described how connections are shared with other committee members to expand ABC's sphere of influence.

Indicator: Partners have a high level of trust with one another

Most Coordinating Committee members reported that the partners trust one another. An interviewee defined trust among partners as each one's actions honoring the leadership role of ABC. Further, that partner said that trust could be compromised if a partner's actions do not seem to honor the leadership role of ABC, such as not bringing up important issues for ABC to review. Non-Coordinating Committee members mostly said there did not seem to be any trust issues from their perspective. One interviewee suggested that others may feel there is an "outside and inside circle", related to how long individuals have been involved with ABC, but the interviewee considered this to be a misperception.

Indicator: Influential partners participate in coalition

The initial NEA grant which supported the start-up for ABC required collaboration among state-level organizations: state arts agencies, state departments of education and higher education. The executive director more than fulfilled this requirement by appointing a steering committee of more than 50 people from over thirty different fields, including education, government, cultural institutions, professional associations, higher educations and "virtually any area the fledgling ABC planners could think of that might support and/or oppose the development of the initiatives."[6]In Doughty's 20-year history, he adds that the Steering Committee continues to meet three times each year and has an active task force system. The ten-year evaluation notes that the Steering Committee had become more of a place to exchange information and had less of a "working role" than it had in the beginning.

All Coordinating Committee interviewees said that the key stakeholders are committed and involved on the committee. There was agreement that the Coordinating Committee is a good size to accomplish its work. There was also agreement that stakeholders not serving on or represented by the Coordinating Committee should be involved in other ways. Half of the Coordinating Committee interviewees mentioned the Steering Committee as an important mechanism for this. Another described how the Coordinating Committee had invited arts

[6] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 12.

education associations to the annual Coordinating Committee retreat because that input was important for planning.

ABC's Funding and Grantmaking: Evaluation Findings

This section begins the first of four that share the evaluation findings on ABC's main areas of work: funding, research, training and technical assistance, and advocacy.

ABC funding and grant-making is a cornerstone of the Project's work. When a site receives funding, it not only obtains resources for arts education, but also gains a connection to ABC's other resources such as teacher training and professional development, a requirement to complete an arts education strategic plan and access to advocacy networks and technical assistance. The expectation is that, in addition to the direct funding, such resources will foster a quality arts education program and increase support for arts education at the site.

Previous research studies looked specifically at the impact of this funding and had positive findings. In 1995, Graybeal found,

> *…the ABC grants, along with other state initiatives such as the Target 2000 grants, have had a substantial impact on arts education in the model sites. During the past five years, the arts programs have grown substantially, in both quality and quantity. Improvements or increases have occurred in virtually every element addressed in this study and in all arts areas. As a result of these changes, students in the model sites are receiving a more complete and comprehensive arts education.*[7]

The 10-year evaluation found that grant programs have increased the diversity of opportunities for students, provided funding for resources that would otherwise be inaccessible, increased personnel or resources in a district, improved educator understanding of the arts curriculum and how to integrate the curriculum with other disciplines.

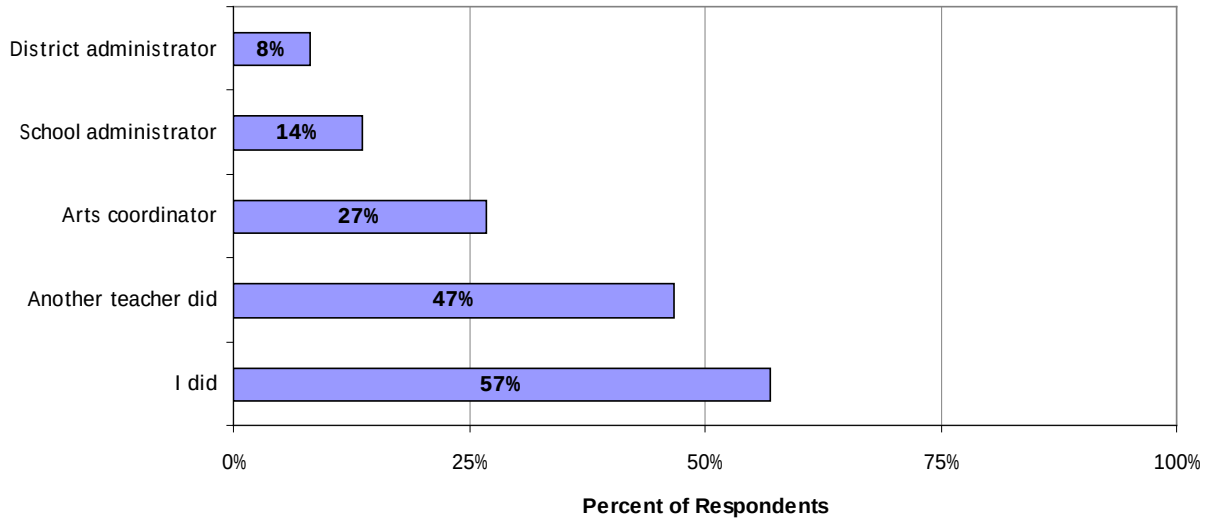
Funding at the Classroom Level

Survey results from ABC and DAP grant sites show that two-thirds of arts teachers report that their arts classes had benefited directly from a grant in the last five years. Just over half of

[7] Graybeal, Sheila. (1995) Making the Arts Basic in Curriculum: Five Years of Progress in the ABC Model Sites cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 63.

those who had benefited from a grant received one from the State Department of Education. About the same share had received a grant from the State Arts Commission; 34% had received a grant from another source (teachers could select more than one source of grants). Grants that arts teachers have received include ABC and DAP grants, as well as EIA grants, ISCA grants, Teacher's PET grant, J. Marion Sims grants, Michelin Golden Apple Teacher grants, Public Education Partners, Palmetto Electric, APT grants, Surdna Foundation grants and county based grants. Teachers are the most common authors of grants which benefit arts classes, as seen in Figure 1 below.

Figure 1. Authors of grants for arts classes



Note: Arts teachers responded to the question, so "I did" means an arts teacher wrote the grant.

Source: the Improve Group

A 1995 research study concluded that a shortage of resources was a problem for ABC sites - in facilities, instructional materials, staffing, instructional time, instructional quality, and staff development. In general, dance and theatre programs were found to be those most in need of improvement[8].

Arts teachers commented in the survey on the sources of funding for the resources they use in their arts classes. Table 1 shows that grants are a significant source of funding, in addition to

[8] Graybeal, Sheila. (1995) Making the Arts Basic in Curriculum: Five Years of Progress in the ABC Model Sites, cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 63.

district and school sources. "Other" sources of funds for arts resources come from the State, Box Tops for Education, Booster Clubs, community donors, fundraisers, an art fee paid by students, community arts groups, community businesses, parents, personal teacher funds and ticket sales for any performances held.

Table 1. Sources of funding for arts resources

Source of funding	Percent of arts teachers selecting as a source
School	68%
District	67%
Grants	62%
Parent/Teacher Association	33%
Other	17%
I do not know	3%

Source: the Improve Group

Teachers expressed a need for additional resources to deliver standards-based arts education, particularly: school-owned instruments for economically disadvantaged students, text books, printed music, computers (for digital arts and photography), SMART Boards, kilns, general art supplies (paper, paints, glue, brushes, etc), music stands and a performance space.

Teachers of arts and other subject areas reported on the survey any barriers to taking students to out-of-school arts-related activities and field trips. Table 2 shows that funding is the most common barrier teachers listed, followed by a lack of time. A minority reported that they did not find arts activities relevant or that they did not know of opportunities for activities in their community.

Table 2. Reasons teachers do take classes to out-of-school arts activities

Primary reason for not participating in arts-related activities outside of school	Percent of teachers selecting
There is not enough money	43%
There is not enough time	20%
These activities are not relevant to the subjects I teach	15%
Other[a]	13%
I am not aware of opportunities for arts-related activities in my community	9%
These activities distract from classroom learning	1%

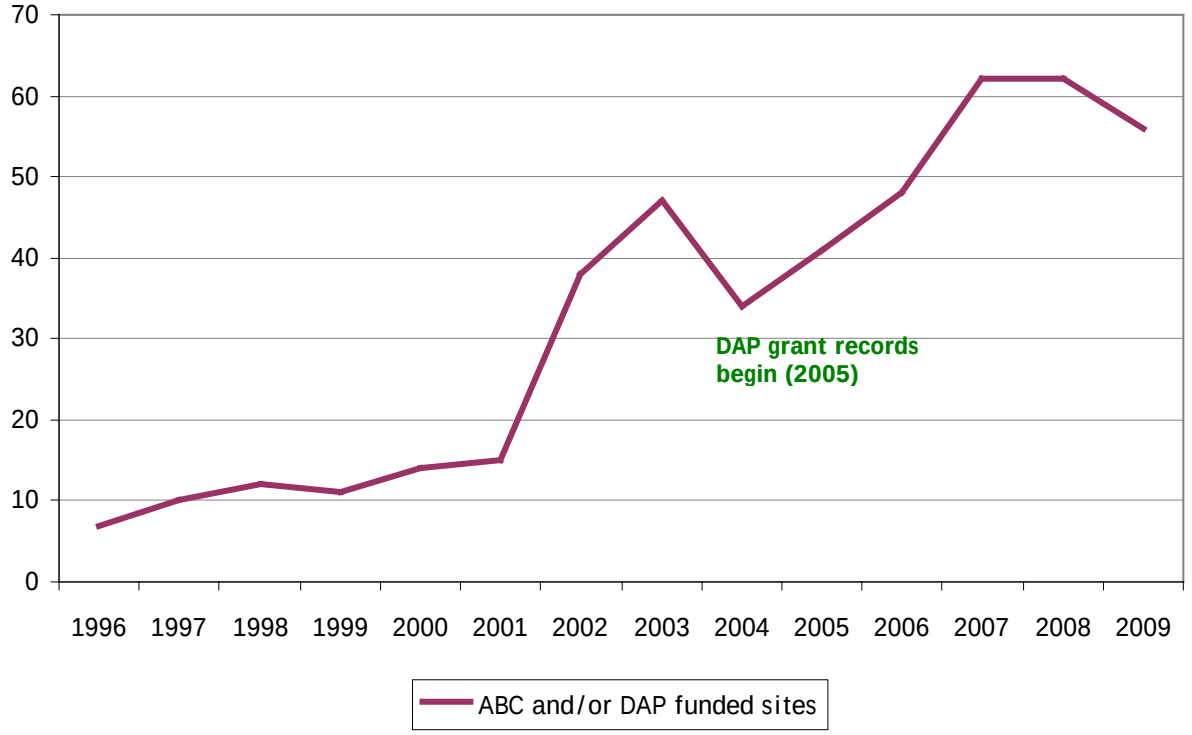
Source: the Improve Group

[a]Responses include a lack of time to plan these activities and a lack of funding to execute them, the fact that they do not have their own classroom of students to take because teachers rotate between several classes, or that field trips are not available to the students that they teach.

Grant Sites Statewide

ABC's mission clearly prompts the Project to reach as many schools and district sites across the state as possible, to achieve a truly statewide initiative focused on quality arts education. Though program records do not go back to the beginning of the Project, Doughty cites that ABC began in 1989 with 11 schools and school districts as ABC sites. As Figure 2 shows below, the ABC Project has steadily increased the number of school sites receiving funding from either ABC or DAP programs throughout the state. The figure represents the total number of sites funded each year, including new sites as well as continued funding for existing sites.

Figure 2. Number of ABC and/or DAP funded sites over ABC Project history

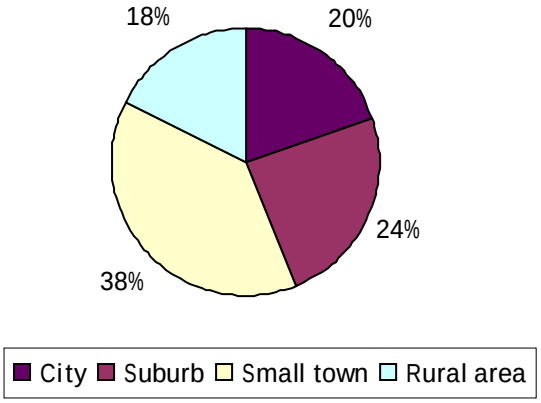


Note: DAP data available 2005-2009; data does not include Target 2000 grants or ABC grants before 1996.

Source: DAP and ABC program records

After the 10-year evaluation, ABC identified certain under-served areas of the state and sought funding to increase outreach to these areas. Today, ABC and DAP have reached more than half of the schools in those areas (122 schools out of a total 225 schools) with many of these school sites first receiving funding in 2002. The 10-year evaluation specifically recommended that geographic diversity of sites be increased. With most sites represented in survey results, Figure 3 below shows how respondents described their community. The figure depicts a relatively even representation of different kinds of communities throughout South Carolina.

Figure 3. Types of communities that are ABC/DAP sites



Source: the Improve Group

The survey also provided an opportunity to investigate differences between (1) ABC- or DAP-funded sites and (2) sites which received funding at either the school or district level. Differences were investigated on survey responses using statistical tests[9], and are described below.

Comparison of ABC and DAP-funded sites[10]

Support for arts education

Sites who responded to the survey had received funding from the ABC grant program, the DAP grant program or both. Levels of support for arts education were consistent regardless of the funding source. For example, respondents responded similarly about whether or not:

- Arts should be offered at the school
- Students should have arts every day
- Arts should receive a letter grade on report cards
- Arts should be included in state testing
- Visual and music arts classes should be required

[9] Statistical tests include chi-square tests (significance at < 0.05) for categorical variables and independent sample t-test (95% confidence interval) for continuous variables.

[10] ABC-only sites tended to be more in rural areas. The representation of high school teachers is higher in sites that have received both ABC and DAP funding.

- The importance of students taking music, visual arts and creative writing classes
- The purpose of having arts classes

Interestingly, a few statistically-significant differences were apparent in responses about dance and theatre, as seen in Table 3 below. DAP-only sites had lower levels of respondents agreeing that theatre and dance should be required and were important for students to take. On a related note, dance and theatre are offered less often at DAP-only sites as well, according to administrators responding to the survey.

Table 3. ABC and DAP sites: Differing views on the importance of dance and theatre

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Theatre should be required for students	44%	33%	43%
Dance should be required for students	43%	30%	40%
Theatre is important for students to take	87%	79%	87%
Dance is important for students to take	81%	71%	80%
Dance is offered at my school	42%	19%	57%
Theatre is offered at my school	41%	31%	62%

Source: the Improve Group

Another area of difference was the frequency with which teachers had discussions about arts education with other faculty members in their school. DAP-only sites had a higher proportion (69%) of teachers reporting that they had such conversations "Never" or "Only a few times in the school year". About 55% of ABC-only or sites with both kinds of funding had the same response. ABC-only and sites with both kinds of funding had higher proportions (41%) of teachers reporting that they had such conversations more frequently, compared to 28% of DAP-only site respondents.

DAP-only site teachers also reported less often that their principal and other teachers see the arts as important as other subjects. Teachers from ABC-only and sites with both ABC and DAP funding felt more support from colleagues. Please see Table 4.

Table 4. ABC and DAP sites: Differing views on how other faculty views arts education

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Principal sees the arts education is as important as other subjects	48%	39%	56%
Other teachers feel that arts education is not at all important	44%	23%	32%

Source: the Improve Group

Arts coordinator

About eight percent more respondents from sites which had received both DAP and ABC funding knew whether or not there was an arts coordinator for the district and reported having one (43% for sites receiving both grants compared to 35% for sites receiving ABC or DAP only). There was little difference in responses from sites about the helpfulness of arts coordinator contributions. Arts coordinators did not show any differences in their responses about who they report to or their roles in coordinating arts activities or serving on strategic planning committees in the district.

Strategic planning

While the majority of respondents from all sites said they did not know if their school or district has an arts education strategic plan, DAP-only sites reported in lower numbers than other sites that they had a strategic plan or that their school's renewal plan addressed the arts. In general, respondents from sites which had received BOTH kinds of grants said more often that they had strategic and renewal plans addressing the arts, as shown in Table 5.

Table 5. ABC and DAP sites: Differences on reporting about strategic and renewal plans

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
My school or district has an arts education strategic plan	24%	17%	34%
My school or district's renewal plan addresses the arts	41%	34%	53%

Source: the Improve Group

In addition, these sites also differed in WHO participated in creating arts education strategic plans. DAP-only sites involved administrators and non-arts teachers less, but ABC-only sites involved students less, as seen in Table 6. There were no differences amongst these respondents on the involvement of other stakeholders such as artists, arts teachers, curriculum experts, community members, or in their own involvement in the strategic planning process.

Table 6. ABC and DAP sites: Differing reports on strategic plan involvement

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Administrators	87%	78%	86%
Other teachers	68%	49%	67%
Parents	49%	47%	58%
Students	14%	31%	38%

Source: the Improve Group

Arts integration

Survey respondents from DAP-only sites tended to report that non-arts teachers integrated the arts in their classes less often, as seen in Table 7. Non-arts teachers' survey responses about how often they themselves used the arts in their teaching followed a similar pattern, with teachers from DAP-only sites reporting the use of arts in their teaching was less frequent than that of teachers from other sites.

Table 7. ABC and DAP sites: Differing views integration of arts by non-arts teachers

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Non-arts teachers integrate the arts <u>often</u> in their curriculum	28%	16%	28%
Non-arts teachers integrate the arts <u>sometimes</u> in their curriculum	67%	78%	68%

Source: the Improve Group

Advocacy

Participation in advocacy to address state arts education policy differed among these sites. Teachers from ABC-only sites reported less frequent advocacy activities, while administrators from the same sites participated in greater numbers in advocacy efforts. Please see Table 8.

Table 8. ABC and DAP sites: Differing levels of participation in advocacy

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Arts teachers who say they have participated in advocacy	35%	56%	54%
Administrators who say they have participated in advocacy	58%	29%	62%

Source: the Improve Group

Professional development and certification

There was no difference among sites on the groups of students (i.e. Pre-Kindergarten, special education, elementary, middle or high school) who received instruction from a certified arts instructor. Administrators at DAP-only sites reported less awareness of arts education teacher training opportunities. There was no difference in administrator responses about the importance of arts teacher certification and training to their hiring decisions.

Use of ABC tools and supports

About 16% fewer respondents from DAP sites said they were familiar with the Arts in Basic Curriculum Project and its goals (20% from DAP sites compared to 36% from other sites). Sites with funding from both ABC and DAP grants more often reported using tools developed by ABC and on the positive impact of these tools, as seen in Table 9.

Table 9. ABC and DAP sites: Differing use of ABC tools and supports

Response	Percent of ABC-only site respondents with this response	Percent of DAP-only site respondents with this response	Percent of sites having both ABC and DAP funding with this response
Teachers report having an arts curriculum guide specific to their district	17%	20%	30%
Teachers report using the South Carolina arts standards when creating lesson plans	23%	16%	23%
Arts curriculum guide has a positive impact on quality arts education	47%	49%	58%
Arts teacher certification has a positive impact on quality arts education	38%	42%	44%
Summer institutes have a positive impact on quality arts education	30%	27%	41%
ABC technical assistance has a positive impact on quality arts education	23%	NA[11]	32%

Source: the Improve Group

Comparison of Results by Type of Site[12]

Survey responses were investigated for differences between those **ABC grant sites** who had received funding at the level of school, district or both. More district sites received their last year of funding 3-5 years ago, whereas more school and "both" sites received their most recent year of funding within the last two years.

Support for arts education

There was no difference between different types of sites on whether the arts should be offered at their school and whether it should be included in state testing. However, fewer respondents from district sites agreed that students should have the arts every day. District-site respondents also had higher numbers of respondents saying that various kinds of arts classes were not as important for students to take, particularly dance and theatre. District-site respondents also had lower percentages agreeing that various arts classes should be

[11] DAP sites do not receive technical assistance from ABC

[12] District sites tend to have more middle and high school teachers, as well as fewer parents and more administrators, represented in survey responses.

required, as seen in Table 10. However, there were no differences among these different types of sites on the relative priority of arts with other subject areas. District site respondents did report more often that middle and high school students received instruction from a certified arts teacher.

Table 10. School and district sites: Differing views on the requiring arts classes

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Visual arts should be required	83%	75%	91%
Music should be required	87%	74%	93%
Theatre should be required	51%	35%	65%
Dance should be required	51%	33%	64%
Creative writing should be required	77%	68%	78%

Source: the Improve Group

District-site respondents reported more often that their discussion about arts education with other faculty members were infrequent, as seen in Table 11.

Table 11. School and district sites: Differing views on the frequency of arts education discussions with other faculty

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Never	10%	23%	10%
A few times in the school year	32%	46%	29%
A few times in the semester/quarter	29%	21%	38%
Weekly	23%	9%	18%
Daily	6%	2%	5%

Source: the Improve Group

District-site respondents also reported less often than school-site respondents that administrators and non-arts teachers considered arts education as important as other subjects, as seen in Table 12.

Table 12. School and district sites: Differing views on how important administrators and other teachers consider arts education

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Principal considers arts education as important as other subject areas	64%	35%	57%
Superintendent considers arts education as important as other subject areas	37%	26%	30%
Non-arts teachers considers arts education as important as other subject areas	29%	17%	28%

Source: the Improve Group

Finally, non-arts teachers from district-grant sites reported some positive impacts of arts classes at lower rates than non-arts teachers from school-grant sites, as seen in Table 13.

Table 13. School and district sites: Differing views on the impact of arts classes

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Students do better in class	69%	55%	72%
Parents are more involved in school activities	67%	48%	49%
Attendance in improved	40%	25%	27%
Teacher morale is stronger	37%	19%	30%
There are fewer disruptions in my class	39%	25%	44%

Source: the Improve Group

Arts coordinator

Respondents from sites where the school had received funding more often said there was no arts coordinator for their district. Specifically, 20% of school site respondents said there was no arts coordinator, compared to 5% of district site-funded respondents and 11% of both school site- and district site-funded site respondents. There was no difference in responses among these sites on describing the value of the contributions of the arts coordinator. Arts coordinators from these different kinds of sites showed no differences in responses about their responsibilities.

Strategic planning

School-site respondents showed more awareness of the existence of an arts education strategic plan, with 86% of district-site respondents reporting they did not know if their school or district had one, compared with about 56% of school-site respondents being unaware of a plan. In addition, though there were no differences on the involvement of administrators, community members, students, curriculum experts or artists in the planning processes, differences did exist among these sites on the involvement of others, as seen in Table 14 below. In general, district sites reported lower levels of teacher, parent and personal involvement.

Table 14. School and district sites: Differing views on stakeholder involvement in strategic planning

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Arts teachers were involved	99%	89%	100%
Non-arts teachers were involved	76%	39%	90%
Parents were involved	54%	30%	51%
I was involved	26%	9%	26%

Source: the Improve Group

Arts integration

District-site respondents showed less support for integrating the arts with other subject areas. In addition, fewer district-site respondents indicated that non-arts classes frequently integrated the arts, as seen in Table 15 below.

Table 15. School and district sites: Differing views on arts integration

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
The arts should be frequently integrated with instruction on other subjects	73%	58%	73%
Non-arts teachers integrate the arts often in their curriculum	41%	17%	43%
Non-arts teachers integrate the arts sometimes in their curriculum	58%	75%	57%
Non-arts teachers do not integrate the arts into their curriculum	2%	8%	0%

Source: the Improve Group

Advocacy

District-site administrators reported less often that they had participated in advocacy to address state arts education policy. Five percent of administrators from district-grant sites said they had participated in advocacy, compared to 30% from school-grant sites. There was no difference amongst arts teacher respondents on whether or not they had participated in advocacy to address state arts education policy.

Use of ABC tools and supports

District-site respondents reported being familiar with ABC less often than respondents from school sites. Less than 20% of district-site respondents said they were familiar with ABC, compared to 60% of school-site respondents (and 45% of respondents from sites with both kinds of grants). District-site respondents also reported the positive impact of various tools and support less often than respondents from school sites, as seen in Table 16.

Table 16. School and district sites: Differing views on the positive impact of these tools on the quality of arts education

Response	Percent of school site respondents with this response	Percent of district site respondents with this response	Percent of sites having both school and district funding with this response
Arts curriculum guide has a positive impact on the quality of arts education in my school or district	54%	39%	55%
Summer Institutes have a positive impact on the quality of arts education in my school or district	36%	26%	21%
ABC technical assistance has a positive impact on the quality of arts education in my school or district	36%	10%	31%

Source: the Improve Group

ABC's Ability to Sustain Funding

Ray Doughty recounts that in the early days of ABC nearly all funds for the Project came from the Arts Commission (with NEA assistance). The State Department of Education began contributing funds to design and manage professional development programs in 1995. NEA has provided two grants since 2000 that enabled ABC to increase outreach efforts, responding to a recommendation in the 10-year evaluation to increase outreach. The history includes a number of examples where ABC has been able to raise funds to have a substantial impact, while presenting examples of initiatives that were discontinued because of lack of funding, such as:

- Model site funding allowed sites to develop curriculum, provide staff development, establish local advocacy networks, design implementation strategies and create evaluation/documentation procedures. The design and funding plans for model sites remained the same until 1998 when the number of sites reached twenty.[13]

[13] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 37.

- One professional development series (CLIA II) was discontinued between 1997 and 2005 because of lack of funding
- A successful 1997 pilot of "An Art for Better Schools" program to build support for the arts among school administrators by providing them an opportunity to experience difference art forms was discontinued due to lack of funding.[14]
- Target 2000 Arts in Education/Distinguished Arts Program grant program was funded at over $1 million per year after a pilot year with ABC advocacy.
- ABC raised $859,000 from 1987-2003.[15]
- The Arts Commission established a three-year grant program to assist districts in creating an arts coordinator position (per a recommendation from the 10-year evaluation).

[14] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 47.

[15] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 53-55.

ABC's Ongoing Research: Evaluation Findings

ABC has arranged for regular, in-depth research and evaluation to support ongoing improvement and strategic growth. Several studies investigated issues critical to ABC's mission and are summarized in this section. Significantly, as this 20-year evaluation reflected on findings from the 10-year evaluation, it is clear that ABC makes use of research and evaluation findings to build on successes and make improvements where needed.

Beginning in 1999, ABC contracted with the Office of Program Evaluation (OPE) at the University of South Carolina to evaluate the effects of arts-integrated education in participating schools, and OPE investigators have regularly evaluated various aspects of ABC ever since. These evaluations employ a variety of appropriate and respected research methods including classroom observations, parent and teacher surveys, and analysis of school-wide standardized test score results. OPE also completed studies in 2005 and 2006 that took different approaches to evaluating ABC than their previous investigations. In 2005, OPE reviewed the state of arts education in South Carolina Public Schools and compared students' standardized test scores between arts-immersion schools and schools that used a more traditional curriculum. In 2006, OPE compared ABC participating schools that were rated as Above Expectations with those concerned to be Below Expectations, in order to gather best practices and provide targeted technical support to select ABC sites. A list of ABC evaluations conducted by OPE in recent years is provided in Table 17.

An important tool in several OPE research projects is the South Carolina Arts Achievement Project (SCAAP). SCAAP is a web-based arts assessment, the first and only web-based large-scale assessment of its kind in the United States when it was initiated. The University of South Carolina worked with the State Department of Education and arts educators to develop the tool in 2000. ABC partners describe that the drive to create such a tool was started when a former ABC Project Director went to the State Department of Education. SCAAP represents a particular innovation in efforts to develop statewide arts assessment tools; SCAAP engages students in the traditional question/response format as well as in an interactive performance format. Currently, the tool provides assessment for music and visual arts at the fourth grade level, and participation is required for all DAP recipients. The long-term objective of SCAAP is

to develop assessments in four arts disciplines at several grade levels[16]. The tool is designed for wide-spread use and thus has the potential to provide an arts education standardized assessment statewide, a benchmark which has stymied many other states. OPE administers this tool and has used it to inform multiple research projects for ABC.

OPE evaluations of ABC found high levels of on-going support for ABC among parents and teachers in participating schools. While some parents expressed concerns that arts-focused education would detract from other areas of the curriculum, OPE analysis did not find evidence supporting this concern when examining standardized assessments results in other curriculum areas.

OPE's evaluations represent quality research practices and are useful in understanding how ABC is working within schools. The main limitations of OPE's evaluations reflect common struggles in social science research. For example, OPE's investigations include an in-depth examination of a small number of case studies. As a result, their findings cannot necessarily be used to draw conclusions about arts education in other schools. Furthermore, while some of the University of South Carolina evaluation studies examine school-wide results on the Palmetto Achievement Challenge Tests (PACT) standardized assessments, the studies cannot show a causal link between arts-integrated education programming and these standardized test results due to the number of complex factors that influence students' scores on standardized assessments. While some OPE studies attempt to compare test scores from ABC participating schools with non-participating sites, comparison sites are selected based on limited demographic criteria, which limits the degree of certainty that these comparisons are appropriate.

Nevertheless, OPE's evaluations use a variety of appropriate and meaningful research methodologies. The evaluations are strong in that they use a mixture of qualitative and quantitative research methods – such as classroom observations and analysis of standardized test score results – in order to provide a detailed picture of how ABC is being implemented in schools while maintaining a larger focus on the goal of improving student learning and performance. In this report, we relate the results of our study with the findings of ABC's past

[16] Description of SCAAP and future plans from Stites, R. and Malin H. (2008) An unfinished canvas: A review of large-scale assessment in K-12 arts education. Menlo Park, CA: SRI International, p. 21.

evaluations where appropriate. Table 17 provides a summary of ABC research studies over the years, including their purpose, methods findings and strengths and weaknesses.

Table 17. Summary of Previous Research Studies

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Seaman, Michael & Karen Barton. A Study of the Effects of Art Education Research Project: Year 1. Department of Education, University of South Carolina. 2000.	This first year study collects baseline data on four schools that were transitioning to an arts-immersed school. The baseline data was collected on: • achievement in the arts, • achievement in other areas, and • school ecology (behavior variables, student achievement, attendance, and parent, teacher, and administrative perspectives).	• Classroom observations. • Observations outside the classroom. • Surveys of parents and teachers. • Interviews of teachers and administrators. • Teacher focus groups.	"The transition to an arts immersed school is very time consuming, takes a great deal of work, planning, scheduling, support, and cooperation. The opinions of teachers and parents… suggest that all the efforts are perceived as important and worthwhile." The authors made additional observations that it is important to gain parent and teacher buy-in, and to keep parents well-informed when transitioning into arts-immersion programming.	Benefits: The study uses a mix of research methods. Established baseline data to serve as a comparison in further studies. Surveys included all teachers (not just classroom teachers) and focus groups were randomly selected and stratified. Weaknesses: Only four schools were examined in the study, and resulting observations may not apply to other school sites.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Seaman, Michael & J. Patrick Meyer. A Study of the Effects of Art Education Research Project: Year 2. Department of Education, University of South Carolina. 2001.	This study builds on the previous years' evaluation at four arts-immersion school sites. The study also examines quantitative data to measure the success at the four arts-immersion schools.	• Parent and teacher surveys. • Students' standardized test performance on the Palmetto Achievement Challenge Test (PACT) at Arts-Immersed school.	In response to survey questions, parents showed substantial support for an arts-immersed school curriculum. However, some parents reported concerns that an emphasis on the arts might detract from more traditional subject areas. Teachers sought training to develop arts-immersed lesson plans. Teachers reported that students were more motivated to learn due to the arts-immersed curriculum. There was a decrease in students who were rated as "below basic" on English Language Arts and Mathematics PACT tests from 1999 to 2001, and an increase in the number of students in the "proficient" and "advanced" categories over that same period. It is not certain the test results can be attributed to the arts-immersed curriculum.	Benefits: The longitudinal data collected is helpful in tracking parent and teacher attitudes toward arts-immersion education over time. The study uses a mix of research methods to evaluate the program from various angles. Weaknesses: Only a four school sites involved in the study. The results of this study may not apply at other schools. Standardized test scores results from art-immersion sites were not compared to like results at non-arts-immersion schools. Comparison sites could have provided a reference point for interpreting student performance. Did not include in-depth interviews or classroom observations, as done in the previous years' evaluation. The study is not able to show causation between test scores and arts integrated curriculum.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Meyer, J. Patrick; Ching Ching Yap; Tania Kjerfve; Do-Hong Kim & Michael Seaman. 2001-2002 Arts Education Project Year-End Report. Office of Program Evaluation, University of South Carolina. 2003.	Examines quantitative and qualitative data to measure the success of arts-immersed schools at eight school sites.	Quantitative data includes: • Parent, teacher and student surveys. • School-level data (attendance, discipline record summary, art shows and performances, resources/budget for arts education, professional development). • Data collected as part of the South Carolina Arts Achievement Project (SCAAP). • Students' performance on the Palmetto Achievement Challenge Test (PACT) at arts-immersion schools. Qualitative includes: • Interview analysis • Classroom observations	Teacher, parent and student attitudes toward school and the arts are more favorable with longer involvement of arts-immersed programs. Standardized tests scores at the very least were "not adversely affected by an arts-immersed curriculum." Some schools showed gains in PACT scores. Schools that spent more time in arts-immersion showed higher achievement in the arts.	Benefits: A larger number of schools sites included in the study, compared to previous years. The study uses a mix of research methods: including surveys, stakeholder interviews, classroom observations and analysis of South Carolina Standardized test results. Weaknesses: As previously mentioned, studies to not show causation between arts integrated curriculum and students' scores on standardized tests.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Kim, Do-Hong; J. Patrick Meyer; Mary Anne Banich; Michael Moore; Lee Blankenship-Brown; Ching Ching Yap; Michael Seaman. 2002-2003 Arts Education Project Year-End Report. Office of Program Evaluation, College of Education, University of South Carolina. 2004.	The same eight schools from the previous years' study were included in this investigation. The goal of this fourth year study was to repeat data collection on schools that had joined the Project in the previous year and examine changes from the baseline data. Another goal was to examine changes in school ecology in schools that were involved in the arts-immersion program.	• Parent, teacher and student attitude surveys, and tracking of survey results over time.	Findings were presented for each of the eight schools. In the two new schools that implemented arts-immersion programming the previous year, teachers in both schools said they needed more collaborative planning time to facilitate arts integration. In the six schools that had been involved in arts-immersion education for two or more years, most teachers, students and parents report positive attitudes about the programming.	Benefits: The study uses a mix of research methods and includes longitudinal analysis of survey data and test standardized test results. Weaknesses: While school comparison groups are used in analyzing test results, these comparison groups were chosen based on limited demographic indicators.
Office of Program Evaluation, South Carolina University. PACT Performance for Arts-Immersed and Comparison Schools. College of Education, University of South Carolina. 2002.	Compares students' scores on the Palmetto Achievement Challenge Test (PACT) between arts-immersed schools and comparison schools.	This study compares school wide results on the PACT assessment in the areas of English Language Arts and Mathematics between three arts-immersion schools and three comparison sites. PACT results from 1999 to 2001 are included in the analysis.	There are four categories in the standardized test scores – Below Basic, Basic, Proficient and Advanced. Arts-immersed schools tend to have more students in the proficient and advanced rankings compared to students in comparison schools. However, because this is not an experimental study, the authors cannot conclude that arts-immersed classrooms are the sole contributor to higher PACT scores.	Weaknesses: The methodology for selecting comparison schools is fairly limited. Comparison schools were selected from within the same school districts based on similarities in the percentage of students receiving free and reduced lunch and the number of students tested. The study does not show causation between arts-immersion programming and higher standardized test scores.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Yap, Ching Ching; Do-Hong Kim; Pu Peng; & Michael Moore. Arts Education Program in South Carolina Public Schools: 2004 Status Report. Office of Program Evaluation, College of Education, University of South Carolina. 2005.	The main goal of this study was to provide a comprehensive picture of arts education programs in South Carolina Public Schools.	The investigators creating a database of arts education programs from a representative sample of schools from all of South Carolina's school districts. They examined differences arts education in ABC schools and traditional schools in areas such as course offerings, after school programs, art related grants and teacher qualifications. This study also compares students' scores on PACT standardized assessments across arts-immersion and traditional schools, from 2001 to 2004. As part of this analysis, the authors conducted a regression analysis predicting student scores at arts-immersion and traditional schools, based on the poverty index at those schools, and then compared the actual to the predicted scores.	This study provides a snapshot of course offerings and testing data in ABC and non-ABC schools in South Carolina. Student performance on the PACT was mixed over time. There is not strong evidence that the PACT was different ABC and non-ABC schools.	Benefits: The database of art programs provides a detailed picture of arts education in South Carolina's public schools. While the number of variables included in the regression analysis is limited, the methodology was an interesting way to compare test results across art immersion and traditional schools while addressing variation in poverty levels.

Research study	Purpose of the study	Methods used	Key findings	Methodology benefits and weaknesses
Yap, Ching Ching & Leigh D'Amico. Arts in Education Research Project: Year 2005. Office of Program Evaluation, College of Education, University of South Carolina. 2006.	The compared ABC schools that were categorized as Above Expectations schools and Below Expectations schools, based on the students scores on the PACT and SCAAP tests. Five Above Expectations schools and three Below Expectations Schools are included in the sample.	The study compared arts functioning (available resources, arts course offering, and opportunities for collaboration for arts programs) between Above Expectations and Below Expectations schools. The authors used the following methods to provide school comparisons: • Classroom observations. • Interviews with teachers and administrators. • Parent, teacher, and student surveys.	Teachers at Above Expectations schools were more likely to have Master's degrees and more years of experience at their current schools. Teachers at Above Expectations schools had more appropriate resources; teachers at Below Expectations schools reported limited opportunities for integration and collaboration with teachers from other areas. Arts coordination in Above Expectation schools involved efforts to increase funding and opportunities for collaboration with outside individuals and organizations. Arts coordination in Below Expectations schools involved promoting awareness among the stakeholders about the impact of arts-based instruction.	Benefits: Provided an in-depth look at participating ABC sites, and what helps them lead students to success on state standardized tests. Uses a mix of research methods, including surveys and observations. Weaknesses: Categorization of schools into "low expectations" and "high expectations" completed via a regression analysis that takes limited variables into consideration. The findings are not generalizable, and may not apply to schools outside of the study.

ABC's Training and Technical Assistance: Evaluation Findings

One previous research study reviewed ABC's work in this area. Wilson and Bumgarne's report had a positive review of ABC's work in staff development, professional development institutes and curriculum frameworks. The report also suggested that further work was needed on the integration of arts curriculum, artist residencies and assessment at sites[17]. Indeed, this is a significant area of work for ABC's Project Director, who estimates she spends 60-70% of her time working with sites, whether on the phone, by email or visiting on-site[18]. The Project Director may interact with a number of different staff in this technical assistance, though the school or district administrator is usually aware that ABC is working with staff in this way.

Technical Assistance

Only sites which have received an ABC grant receive technical assistance from ABC. When staff from these sites were asked on the survey about their use of ABC technical assistance, a majority (60%) of staff survey respondents (including arts and non-arts teachers) said they had not received technical assistance from ABC; 27% said they were not sure if they had and 13% reported that they had. Of those who had, 96% reported that the impact was positive or strongly positive. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that they had received technical assistance from ABC, when compared to those sites where the grant funding ended 3-5 years ago.

Table 18 shows that recipients of technical assistance most often felt a strong positive impact with the help they received with strategic planning and grant-writing, though impact was almost all positive across the board. Since so much ABC staff time is spent on technical assistance yet survey responses do not reflect this, it may be that some staff were not aware that ABC had sponsored a workshop or event, ABC may have worked with other staff at their site or school staff did not recognize an interaction as "technical assistance".

[17] Wilson, Brent and Bumgarne, Constance. (1991) Technical Report of the South Carolina Arts in Basic Curriculum and Target 2000 Arts Education Initiatives: An Evaluation and Recommendations, cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 61.

[18] Interview with Christine Fisher, March 31, 2009.

Table 18. Technical assistance and impact

Area of technical assistance received	Strong positive impact	Positive impact	No impact	Negative impact	Strong negative impact
Grant-writing	56%	42%	2%	0%	0%
Strategic planning	52%	46%	2%	0%	0%
Arts standards	48%	50%	3%	0%	0%
Integrating the arts in curriculum	41%	55%	4%	0%	0%

Source: the Improve Group

Professional Development and Training

The 10-year evaluation found that one of the ways in which ABC had had a profound effect on arts education was through the development of forums, workshops and institutes about arts education. This has been and continues to be an important aspect of ABC's work over its 20 years. ABC activities to support this objective include professional development workshops and institutes, work with higher education to support quality teacher training and promoting the importance of strong teacher training and certification.

ABC offers a variety of professional development opportunities. Curriculum Leadership in the Arts (CLIA) started in 1995, designed to focus on professional development and curriculum development in the arts in dance, music, visual arts and theatre. CLIA focused on the South Carolina Visual and Performing Arts Framework and addresses teacher needs in areas such as curriculum, instruction, assessment, technology in the arts and linking the arts to other disciplines. In recent years, CLIA also included training in leadership skills and advocacy techniques. A CLIA II version was designed to build teachers' leadership skills to serve as consultants, provide presentations and assume leadership roles at their school sites and in professional associations (discontinued between 1997-2005 due to lack of funding). Another module of CLIA focuses on assessment (AAI and AAII), and a South Carolina Arts Leadership for Success Academy (SCALSA) was started to focus on the needs of inexperienced teachers in 2002 (content similar to that covered in CLIA). Other specialized professional development

programs have also been developed and offered in summers. Since 1995, 2,759 teachers, administrators and artists have participated in ABC professional development opportunities.[19]

The survey asked both arts and non-arts teachers about their participation in professional development activities. Though only 41% of arts teachers reported participating in summer arts institutes, a majority of arts teachers have participated in other professional development activities, and at higher rates than non-arts teachers. About one-third of non-arts teachers have also participated in some arts-related professional development activities. Please also see Table 19.

Table 19. Arts and non-arts teacher professional development activities

Professional Development Activity	Percent attending:	
	Arts Teachers	Non-Arts Teachers
Arts-related in-service at my school given by one of the arts teachers	55%	38%
Arts-related in-service at my school given by someone not on our faculty	58%	31%
Arts-related in-services held at my district	83%	21%
Non-arts-related in-services held at my school	73%	66%
Non-arts-related in-services held at my district	69%	62%
Arts-education-related graduate courses - not at summer institutes	46%	12%
Non-arts-education-related graduate courses - not at summer institutes	47%	39%
State professional conferences	71%	35%
SCDE supported Summer Arts Institute	41%	5%

Source: the Improve Group

Twenty-four percent (24%) of responding teachers said they had not attended any of these professional development activities within the last 1-2 years, while over half had attended a few activities within the last couple years. A minority (14%) report that they have led some activities.

Summer Institutes

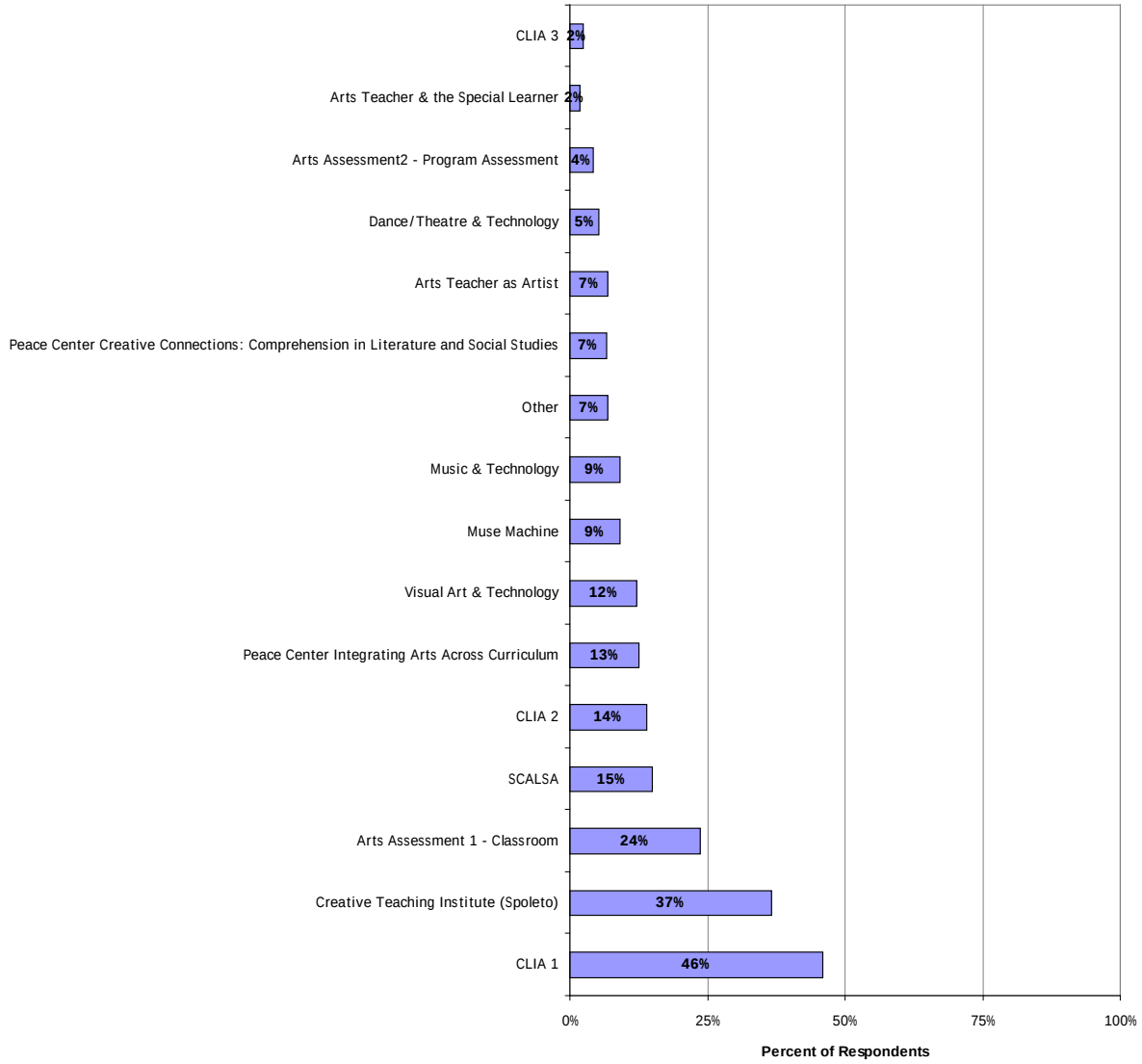
On the survey, teachers reported participating in a wide variety of summer institutes and almost all felt that this professional experience had a positive impact on them. Nearly 7 in 10 districts in South Carolina have had staff attend these institutes. Positive impact was reported

[19] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 47-49.

on teachers' understanding and use of State Standards, and almost all participants felt the sessions were relevant and useful.

When asked on the survey which summer institute they had attended, teacher responses showed that their participation had been diverse. CLIA, Creative Teaching in the Arts (Spoleto) and Arts Assessment 1 are the most common events that teachers have attended, as seen in Figure 4 below.

Figure 4. Teacher participation in Summer Arts Institutes



Source: the Improve Group

Additional Summer Arts Institute programs that teachers have attended include: Arts Educator Leadership Institute, Arts Go to School, Drama as Classroom Management, FACETS, Summer in Service, Project Artistice and BCSD.

In the 10-year evaluation, Seaman reported that CLIA graduates said their participation in CLIA was important to their understanding of framework-based arts education and their involvement in the arts education reform movement.[20] Today, survey respondents also had positive reviews of Summer Arts Institutes. For those who attended a State Department of Education Summer Arts Institute, 85% said that the sessions improved their skills and knowledge as a teacher. Only 3% said the institutes did not have an impact on them.

While a minority of arts teachers responding to the survey reported participating in a Summer Institute, a majority of ABC or DAP-funded sites have had staff participate in ABC's CLIA or SCALSA trainings according Project records. 58% of school sites and 100% of district sites have had representatives at these trainings. Looking statewide, 19% of all schools in South Carolina and 68% of all districts in the state have sent a representative to CLIA or SCALSA.

Feedback surveys from recent Summer Arts Institutes indicate that participants felt the sessions were a positive experience. 90% said they felt more able to use standards-based strategies in class, 87% said they are more able to assess arts standards and 84% said they were more able to interpret the Arts Curriculum Standards after participation. Participants also indicated that the Institutes were relevant and met their needs. 92% said the methods and activities were appropriate to their needs and learning style; 96% said the materials/textbooks were relevant and useful.

While observations about Institutes were generally all positive in interviews with coordinating and non-Coordinating Committee interviewees, two non-Coordinating Committee members added some concerns and suggestions about institutes, such as:

- Institutes should be a collaborative effort to help pre-service teachers
- Now that Institute attendance is required, it is less of an "honor" to attend

[20] Seaman, Michael. (1999) The Arts in Basic Curriculum Project: A Ten Year Evaluation, p. 21.

- Some concerns have been voiced by teachers about training on arts education assessment, such as: What is the value? How is the information used?

Teacher Preparation and Training

In interviews, Coordinating Committee members agreed that ABC has had an impact on teacher preparation. While 6 in 10 interviewees mentioned the Institutes as the major mechanism of influencing teacher preparation, four interviewees also described that the availability of standards and the work to provide model curriculum helps to improve teacher preparation. On the survey, 76% of arts teachers reported studying arts or arts standards through teacher training. Forty-six percent (46%) of non-arts teachers reported studying arts or arts standards in through teacher training.

The South Carolina Educator Certification Manual (September 2003, revised August 2008) lists requirements for areas of certification in the following areas:

- Art
- Elementary Education includes requirements for taking one of the following Literature for Children, Art for the Elementary School Teacher, Music for the Elementary School Teacher or Health for the Elementary School Teacher
- Music Education (Choral, Instrumental, Piano/Voice/Violin)
- Theatre
- Fine Arts[21]

In addition, certification codes are listed for:

- Advanced Fine Arts
- Art
- Commercial Art
- Culinary Arts
- Dance

[21] An initial certificate in issued for three years; 12 semester hours of credit are required for professional certification. Generally, the staff person has a background (professional and academic) in an arts area and passes a content-area exam, but may not have studied 60teaching methods or education psychology.

- Graphic Communication
- Music Education (Choral, Instrumental, Piano, Violin, Voice)
- Theatre

Table 20 shows that a majority of arts teachers agree that students receive arts instruction from an arts-certified teacher. The agreement on this is stronger for younger grades than for older grades. The table shows slightly more teachers from DAP sites indicate that middle and high school students receive arts instruction from a certified teacher.

Table 20. Student age groups and who receives arts instruction from a certified teacher

Groups of students	Percent of arts teachers at ABC sites agreeing that students receive instruction from a classroom certified arts instructor	Percent of arts teachers at DAP sites agreeing that students receive instruction from a classroom certified arts instructor
Pre-Kindergarten and kindergarten students	72%	68%
Special education students	74%	71%
Grades 1-5 students	86%	84%
Grades 6-8	48%	59%
Grades 9-12	44%	57%

Source: the Improve Group

Looking at the presence of certified teachers in the classroom, survey responses largely showed that arts classes are being taught by certified teachers. Overall, only 2% of arts teachers responding to the survey indicated that they were not certified to teach in an arts area, but did teach arts classes. The survey further examined the certification of those who were teaching different arts areas. Very few visual arts or music classes are taught by teachers who are not certified, while slightly more theatre, dance and creative writing classes are. Please also see Table 21. Nationally, the National Center for Education Statistics reports data[22] that show between 16-28% of high school teachers nationwide had a "main assignment" to teach an arts area but did not have certification to teach that subject.

[22] National Center for Education Statistics, "Percentage of public high school-level teachers who reported a major and a certification in their main assignment, by selected main assignments: 2003-04" found at http://nces.ed.gov/fastFacts/display.asp?id=58

Table 21. Arts areas and level of teacher certification

Arts area	% of survey respondents teaching in this subject who are not certified
Visual arts	1%
Music	2%
Theatre	8%
Dance	9%
Creative writing	16%

Source: the Improve Group

The ability to influence higher education institutions has been a challenge for ABC. In the first ten years of ABC, the Project held statewide Higher Education Forums. Doughty describes that the forum "…provided dialogue and study among professionals about issues of special concern to higher education with particular attention to teacher undergraduate and graduate pre-service and in-service programs in the arts."[23] However, in his 20-year history Doughty characterizes that,

> *Over nearly two decades the ABC Project has made only minimal progress in its efforts concerning higher education. Changes have been made in the preparations course content. These changes are due to the 2003 adoption of the South Carolina Visual and Performing Arts Standards which followed the 1993 National Standards for Arts Education both in form and content. These standards were discussed earlier in FACET 4 on Curriculum Development. Consequently, higher education programs have been informed and reformed by these developments. Other notable advances have been made in certificate programs for dance educators and theatre educators, along with opportunities for those preparing to teach subjects other than the arts to learn about the arts as vehicles for learning.*

A few Coordinating Committee interviewees said that ABC's effect on teacher preparation was stronger in post-service education than on pre-service teacher training. One said that ABC needed an overall strategy; a previous task force focused on higher education was not accomplishing what ABC wanted. Another mentioned a lack of response from higher education in participating in events.

[23] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 58.

However, many (76%) of the arts teachers who responded to the survey said that they had studied arts or arts standards during teacher certification. Moreover, 46% of non-arts teachers said they had studied the arts or arts standards during teacher certification.

Training and Technical Assistance and Outreach Sites

ABC's methods of providing professional development, training and technical assistance had to adapt to its efforts to increase its reach to a number of new outreach sites, per the recommendations of the 10-year evaluation. ABC created a network of Regional Outreach Consultants (ROC) who would be able to lead such efforts in their own regions and thus extend the capacity of ABC to provide professional development, training and technical assistance to more sites throughout the state. ABC staff trains these ROCs in the following areas to ensure that quality assistance is provided to outreach sites, consistent with ABC's goals:

- The history of ABC
- Facilitation skills and techniques
- Strategic planning processes
- Example lesson plans, creating curriculum for a district or school
- The South Carolina Visual and Performing Arts Standards
- Grant-writing
- Establishing local and state arts networks and partnerships, including methods of involving community members, parents and area artists
- Arts integration

Comparison of outreach and non-outreach sites[24]

The survey provided an opportunity to investigate any differences between sites which were the subject of such outreach efforts and all other ("non-outreach") sites. ABC staff provided a

[24] ABC-only sites tended to be more in rural areas. The representation of high school teachers is higher in sites that have received both ABC and DAP funding.

list of sites targeted as outreach sites. Differences between these and all other sites were investigated on survey responses using statistical tests[25], and are described below.

Attitudes towards and resources for arts education

There were no differences in outreach and non-outreach site survey response patterns on items such as:

- The arts should be offered at my school
- Students should have the arts every day
- Students should get a letter grade on report cards
- What arts classes should be required for students
- How important it is for students to take arts classes

There were also no differences in survey responses about arts education being accountable to state standards.

Outreach sites reported less often that arts education was discussed in teacher meetings. Outreach sites also reported less often that their principal felt that arts education was as important as other subjects.

Some differences were evident on items related to resources for the arts. Over one-half (53%) of outreach-site teachers said that their classes had not participated in arts-related activities because there was not enough money; fewer (41%) of teachers from non-outreach sites reported the same reason for not participating in art-related activities. When administrators reported on what was included in their arts education budget, 34% of outreach-site administrators said they included arts teacher salaries, compared to 51% of administrators from non-outreach sites. Administrators from outreach sites also reported less often that some arts classes were offered in their schools, such as dance and theatre.

[25]Statistical tests include chi-square tests (significance at < 0.05) for categorical variables and independent sample t-test (95% confidence interval) for continuous variables.

Strategic planning

While there were not differences in the reporting of whether or not their site had an arts education strategic plan, outreach and non-outreach sites did differ in their reports of who was involved in the process, as seen in Table 22. (There were no differences in reports of the involvement of administrators, arts teachers, parents or students.)

Table 22. School and district sites: Differing views on the involvement of stakeholders in strategic planning

Response	Percent of outreach site respondents with this response	Percent of non-outreach site respondents with this response
Non-arts teachers were involved	58%	67%
Curriculum experts were involved	55%	37%
Community members were involved	51%	40%
Artists were involved	32%	25%

Source: the Improve Group

Advocacy

Comparing outreach and non-outreach sites, there were no differences in responses from arts teachers and administrators about their participation in advocacy to address state arts education policy.

Use of ABC tools and supports

There was no difference between outreach and non-outreach respondents in their reports of being familiar with ABC and its goals. Moreover, there were no differences between these sites in their responses about whether or not they received technical assistance from ABC. Outreach sites did report more often that they received technical assistance on the standards. When asked about the positive impact of the arts curriculum guide, state standards, arts teacher certification or ABC technical assistance on the quality of arts education at their site, outreach and non-outreach sites had similar responses.

Impact of Professional Development, Training and Technical Assistance

One way of looking at the impact of professional development on student achievement is through the achievement data from a test called the South Carolina Arts Assessment Program (SCAAP) which provides results about school level achievement in music and visual arts for 4th grade students, primarily used in districts and schools which have received DAP funding. Twenty-two ABC or DAP sites have multiple years of SCAAP data and have had representatives attend SCALSA or CLIA trainings. Of those, 77% showed improvement in SCAAP assessments from the first to last years. While 93% of participants in recent Summer Arts Institutes said that they were more able to select activities to meet varied student needs after participation in these workshops, only 33-34% of teachers, administrators and arts coordinators responded on the survey that the summer arts institutes had a positive impact on the quality of arts education and student achievement in their school or district. [Note: a minority of respondents have attended these institutes.] More (41-42%) teachers, administrators and arts coordinators said that the arts teacher certification programs have had a positive impact on the quality of arts education and student achievement in their school or district.

ABC's Ability to Meet Teachers' Professional Needs

Coordinating Committee and non-Coordinating Committee interviewees weighed in on how they feel ABC learns about what arts educators need to be successful. Most Coordinating Committee members mentioned Summer Institutes as one of the main ways that ABC stays aware of teacher needs. About one-half of Coordinating Committee and non-Coordinating

Committee members said that ABC's presence in and contact with schools helps them stay abreast of teacher needs. One Coordinating Committee interviewee gave an example of how ABC found, through its work in schools, that working with students with disabilities is a challenge for teachers and put together an institute on the issue. On the survey teachers shared suggestions of professional development sessions that they struggled to find: technology courses (particularly for the use of Smart Board) (n=51), courses on practically integrating the arts into curriculum for particular subjects or age groups (n=32) and workshops on arts education for special needs children (n=9). ABC does offer a workshop focusing on arts education for special needs children.

ABC's Advocacy: Evaluation Findings

ABC seeks to build support for quality arts education through advocacy at the local, state and national levels. This section of the report presents findings on the activities and accomplishments at these three levels of work.

Advocacy at the Local Level

Prior research studies commented on ways ABC builds support for arts education. In an early 1995 study, the researcher found that there was growing recognition of the value of arts education at ABC sites. Arts programs were being maintained and strengthened, often in the face of district budget cuts. The arts were increasingly being seen as an integral part of the school curriculum, and arts specialists were becoming more active participants in the school community[26]. In the 10-year evaluation, Seaman found that ABC had affected arts education in South Carolina through the development of a strong arts education network and recommended involving more administrators and teachers in ABC's network[27]. AERP[28] found that teachers, parents and students had positive attitudes towards the school and the arts program with longer involvement in arts-immersed programs.

ABC primarily seeks to build local support through engaging local stakeholders in strategic planning processes, and maintaining stakeholder involvement through an advocacy network. From comments about the CLIA and other trainings by participants, it appears that creating a positive message about arts education is included in some of the curriculum.

[26] Graybeal, Sheila. (1995) Making the Arts Basic in Curriculum: Five Years of Progress in the ABC Model Sites, cited in Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 63.

[27] Seaman, Michael. (1999) The Arts in Basic Curriculum Project: A Ten Year Evaluation.

[28] Meyer, Patrick; Yap, Ching Ching; Kjerfve, Tania; Kim, Do-Hong; Seaman, Michael. (2003) 2001-2002 Arts Education Project Year-end Report. Kim, Do-Hong; Meyer, Patrick; Banich, MaryAnne; Moore, Michael; Blankenship-Brown, Lee; Yap, Ching Ching and Seaman, Michael.(2004) 2002-2003 Arts Education Project Year-End Report.

Strategic Planning Processes and Local Support for Arts Education

At Arts Education Leadership Institutes (AELI), offered between 1991-1996 and restarted in 2001, representatives from school districts throughout South Carolina create strategic plans that include a set of beliefs, mission statement, goals, strategies and action steps; participants are then required to present the plans to their local school boards. Participants say these plans help them to make progress toward ABC's goal of developing comprehensive, sequential arts curriculums in creative writing, theatre, dance music and visual arts for grades K-12.[29] In turn, these plans can assist sites in advocacy by helping them create a document they can use to communicate local priorities for arts education.

Indeed, to apply for funding for both ABC and DAP grant programs, sites must have a strategic plan in place. However, in survey responses, just over one-quarter (26%) of staff respondents knew that their school or district had an arts education strategic plan; many (71%) said that they did not know if their school or district had an arts education strategic plan. Just under one-half (44%) of survey respondents (staff) said their school renewal plan addresses the arts; more (53%) said they did not know if the renewal plan addresses the arts. About three-quarters of those who knew their school or district had an arts education strategic plan said they were somewhat or very familiar with its contents.

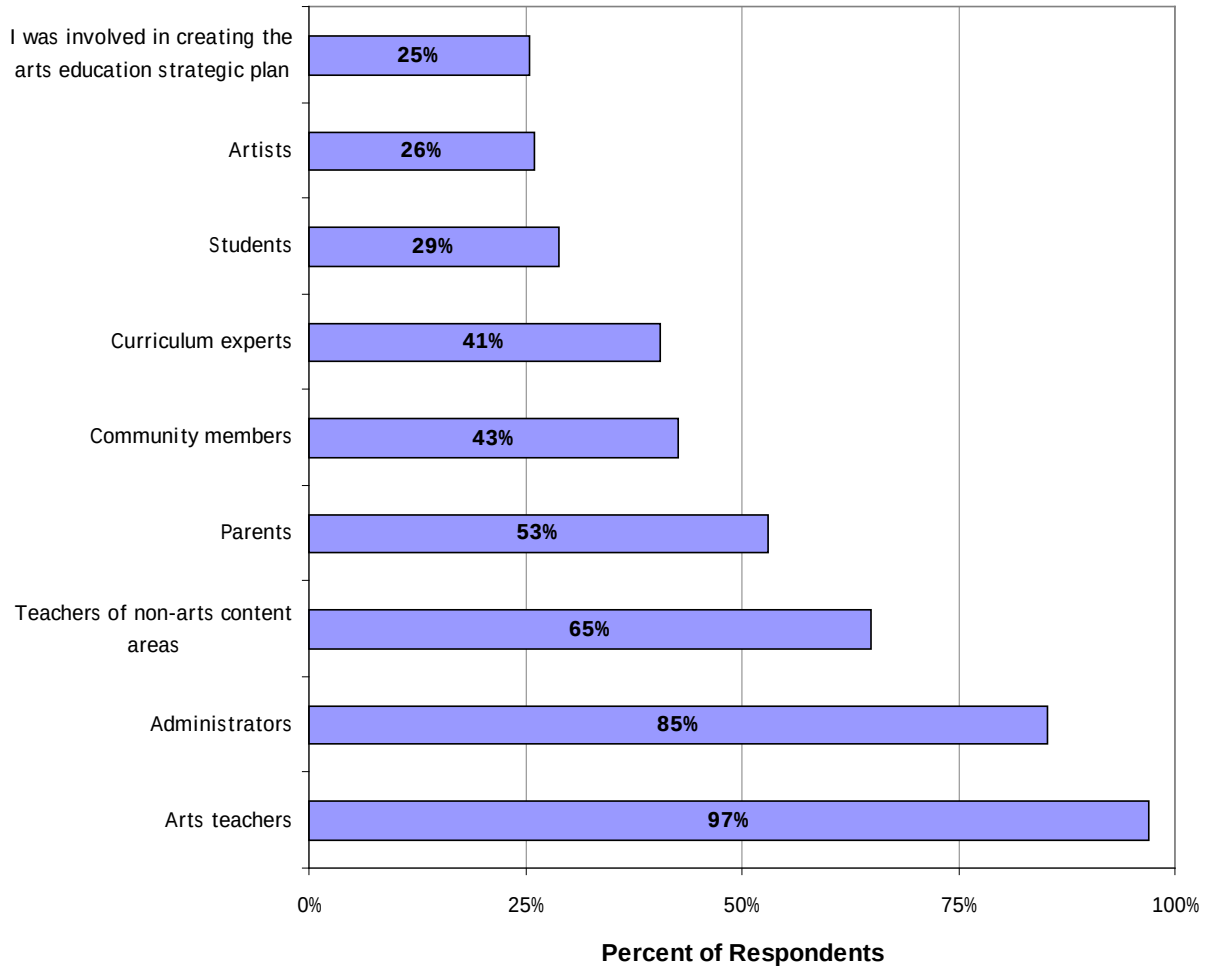
Survey results were examined to better understand any patterns in who did or did not know about the existence of an arts education strategic plan at their site. Non-arts teachers were much less likely to know about the plan. Twenty-one percent of non-arts teachers knew that their site had one, compared to 56% of arts teachers. Many (78%) arts coordinators know about the arts education strategic plan, but over half of administrators did not. On a related note, many of those who did not know if their site had an arts coordinator did not know whether their site had an arts education strategic plan. So, those not involved with the arts at their site are less aware of the arts education strategic plan. In addition, the number of years a respondent had been in their staff position did make some difference to their knowledge about the plan, with those unaware of the plan having a lower number of years in their current position. Staff may not have been involved in the plan creation and/or they may not have opportunities to regularly review or engage with the plan if they are not as regularly involved with arts education.

[29] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 45.

Another area of significant difference was in the type of site which received funding. Respondents from school-grant sites were more likely to know about the existence of the strategic plan. While over 80% of respondents from district-grant sites did not know about the plan, just over 60% of respondents from school sites were unaware of the plan.

Figure 5 below shows that participation is quite broad for those who are aware of a strategic plan in their school or district. Among the arts coordinators whose districts have a strategic planning committee, 42% reported that they served on this planning committee.

Figure 5. Participation in strategic planning process



Source: the Improve Group

Respondents who indicated on the survey that their site does have an arts education strategic plan on the survey do indeed show support for arts education. Those who responded that their school has a strategic plan were more likely to say that:

- It is important for students to take visual arts, music, theatre, dance and creative writing.
- Arts education is important because it provides a comprehensive and sequential education in the arts.
- Arts education in their school or district is accountable to state academic standards.
- Non-arts teachers integrate the arts often in their curriculum.
- Faculty discusses arts education with each more often.
- They discuss arts education in curriculum planning and staff meetings.
- Arts education is mentioned more often in teacher or faculty meetings.
- They discuss arts education with educators outside of school at least three times a year.
- They attend arts related in-services at their school given by one of the arts teachers or someone not on the faculty.
- They believe that the principal and other arts teachers think arts education is as important as other subjects.

Evidence of Local Support for Arts Education as Part of the Basic Curriculum

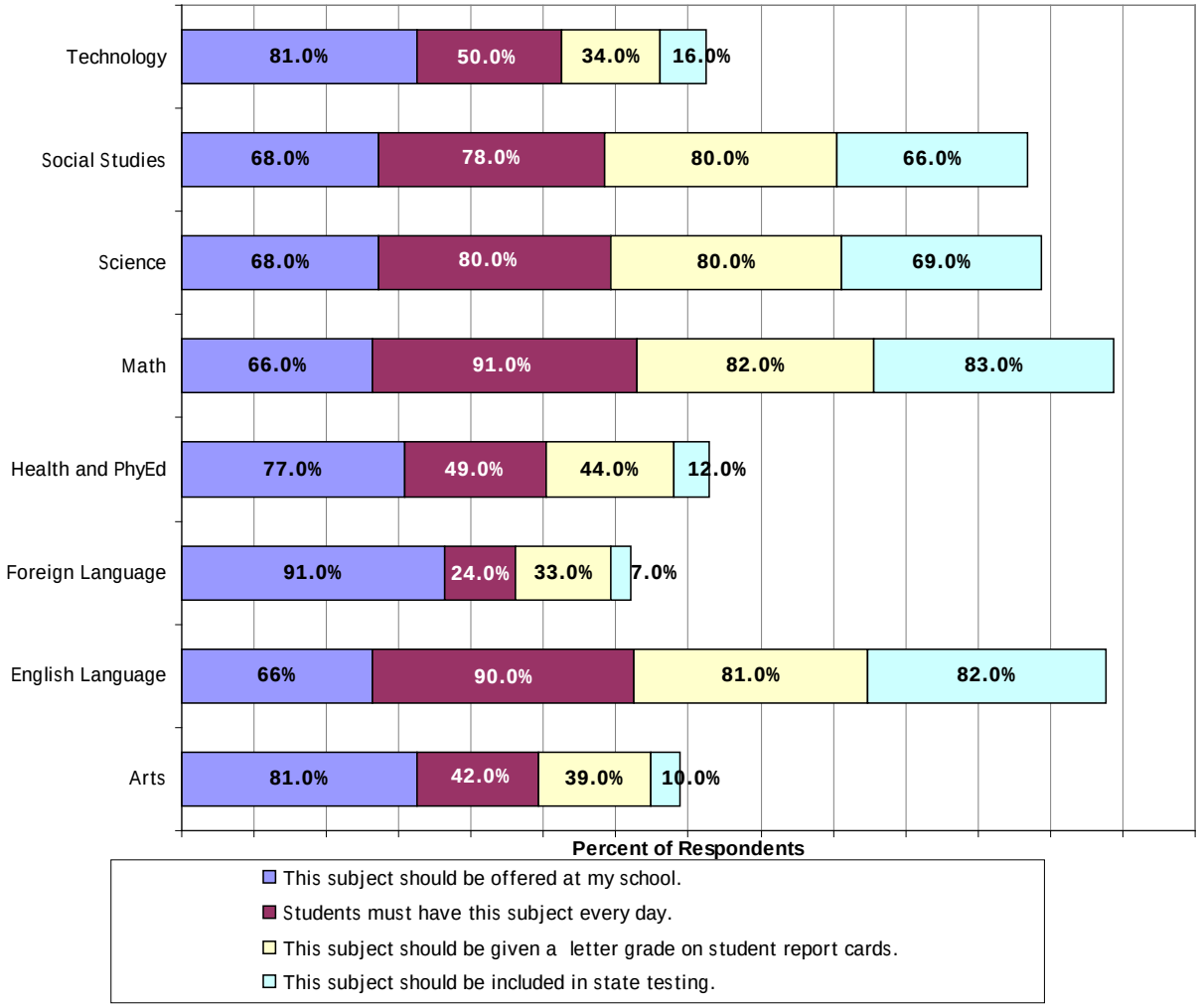
The evaluation looked for evidence of supportive local attitudes toward arts education, including whether stakeholders at ABC sites felt that the arts are and should be a part of the basic curriculum.

As one indication of the level of interest in expanding arts programs, program records of applications to support school arts programs were examined, available from the last five years for DAP and last twelve years for ABC. These show that 35% of all schools in the state have applied for or been part of a successful application for a DAP grant; 25% of all schools across the state have applied for or been part of an application for an ABC grant.

Survey results help to shed light on attitudes towards arts education at school sites. When compared to other school subjects, many survey respondents attach more importance to offering certain subjects at their school, offering the subjects every day, assigning a letter grade on report cards for the subject and including the subject in state testing. For both elementary (K-5) and secondary (6-8)[30], these subjects were social studies, science, math and English language. At both elementary and secondary grade levels, staff said that the arts should be offered at their school, but fewer respondents indicated that arts should be offered every day and get a letter grade on a report card. More staff working in secondary grades felt that the arts should get a letter grade on a report card. Please also see Figures 6 and 7.

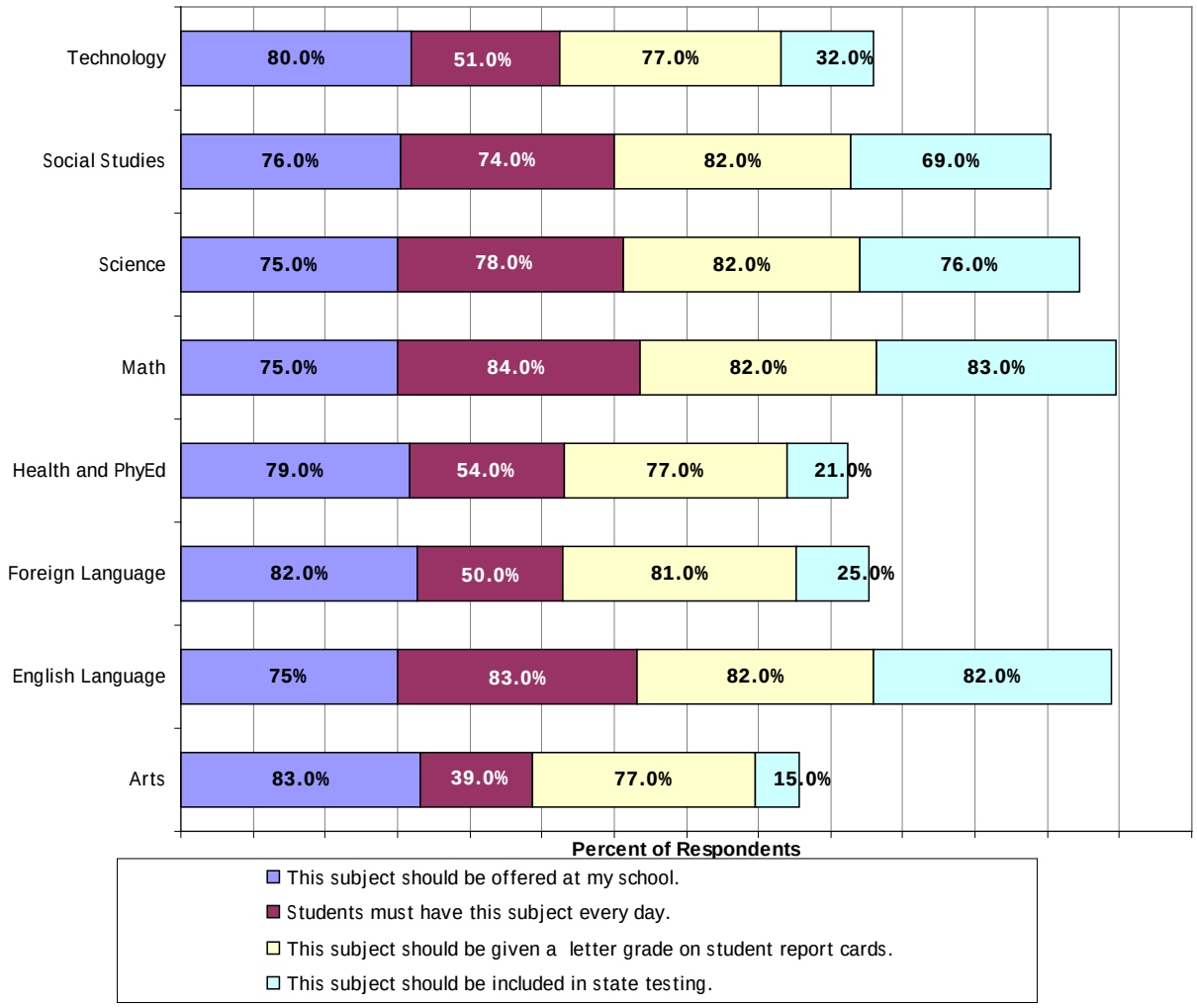
[30] In order to separate responses from elementary and secondary levels, staff survey responses were sorted into two categories (grades K-5 and 6-8). Those who work at both elementary and secondary levels were excluded from analysis.

Figure 6. Comparison of the arts to other subject areas (elementary teacher responses)



Source: the Improve Group

Figure 7. Comparison of the arts to other subject areas (secondary grades teacher responses)



Source: the Improve Group

In another take on the relative priority of arts education, 7 in 10 survey respondents said that arts should have equal priority with instruction in other subject areas; a quarter of respondents thought that the arts should have less priority than other subject areas. Please also see Table 23.

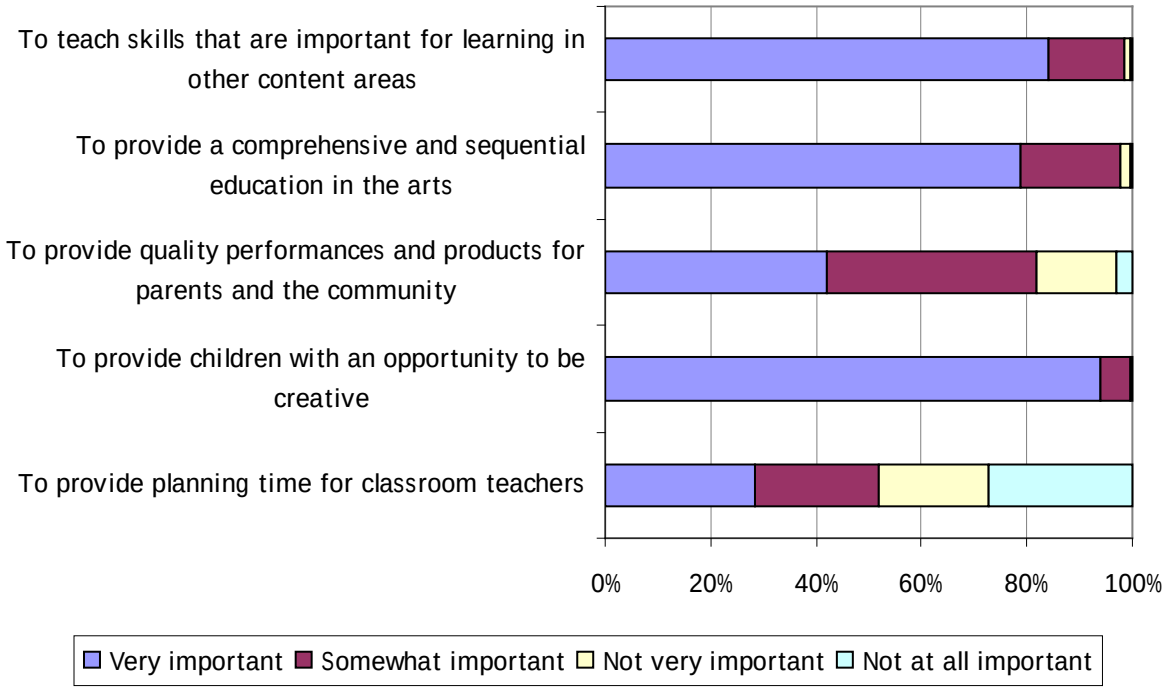
Table 23. Views on the priority of arts education

Views on the Priority of Arts Education	Percent Agreeing
Arts education should be given **more** priority than instruction in other subject areas	2%
Arts education should have **equal** priority with instruction in other subject areas	73%
Arts education should have **less** priority than instruction in other subject areas	25%

Source: the Improve Group

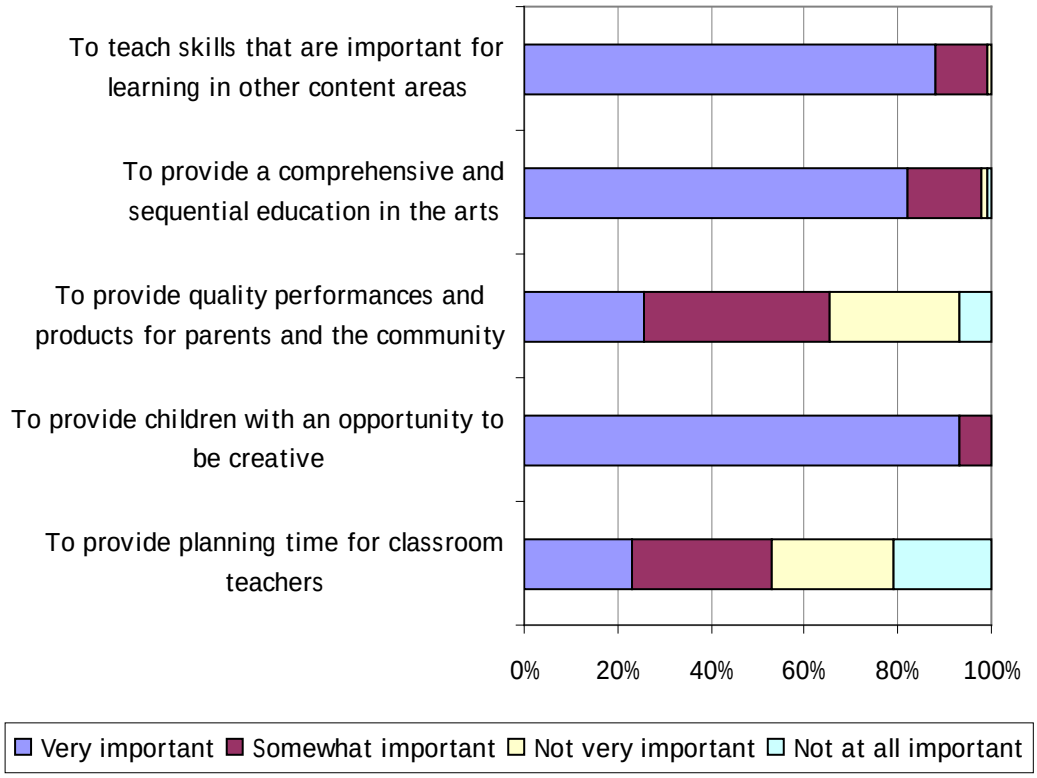
The survey also asked respondents to comment on reasons for having arts classes. Respondents said the two most important purposes for arts education are to teach skills that are important for learning in other content areas and to provide a comprehensive and sequential education in the arts. Please also see Figure 8. Figure 9 examines parent responses separate from other respondent groups; response patterns are very similar.

Figure 8. Reasons for having arts classes (all survey respondents)



Source: the Improve Group

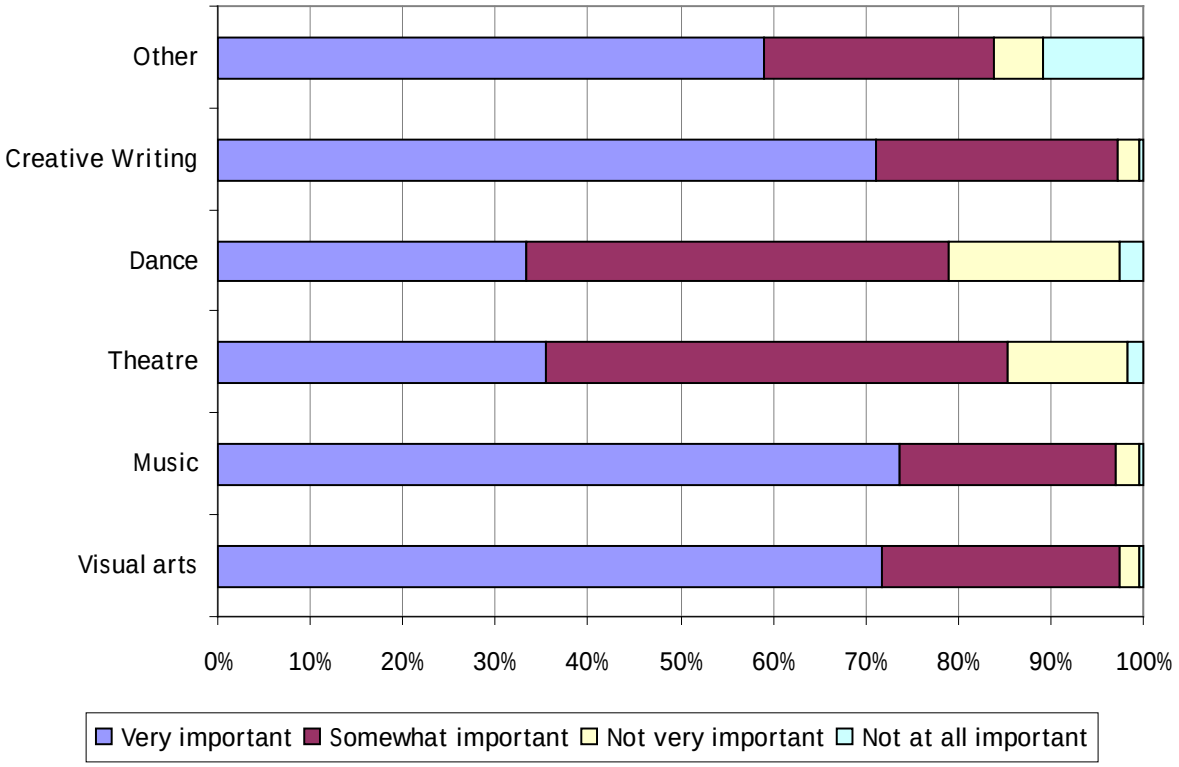
Figure 9. Reasons for having arts classes (parent responses)



Source: the Improve Group

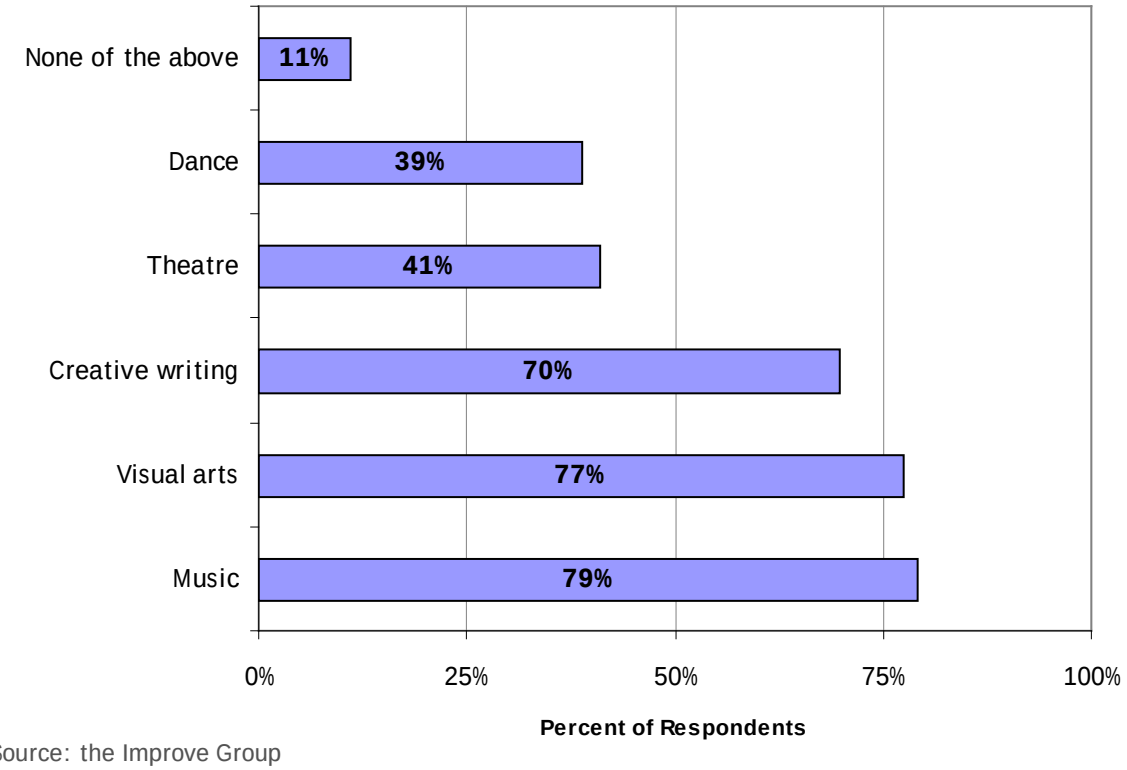
Next, the survey explored the breadth of respondent's interest in arts education. Figure 10 shows that respondents attached some importance to students taking classes in all arts areas; those that received the lowest ranking of importance were dance and theatre. "Other" arts courses that survey respondents felt were important include: art history, band, strings, choir, communication/ video arts, drama, crafts, media, cultural studies, photography, technology and instrumental music courses. Further, Figure 11 shows respondents' reactions to making arts classes required. Many respondents felt music, visual arts and creative writing classes should be required, though fewer felt that dance and theatre classes should be.

Figure 10. How important is it for students to take the following arts classes?



Source: the Improve Group

Figure 11. Arts classes that should be required for students



Source: the Improve Group

About 3 in 10 staff reported on the survey that their school includes grades from arts classes when calculating Grade Point Averages; one-quarter say that their school does not (remaining staff were uncertain of how averages are calculated). Four in ten staff said their school includes grades from arts classes when determining who is on the honor role. Two-thirds of survey respondents feel the arts should be included in High School graduation requirements.

Attitudes towards funding for arts education can also indicate level of support. The 10-year evaluation found that most school administrators, non-arts teachers and parents at ABC sites believe that funding for arts education should be increased and school should offer students a greater breadth of opportunities in the arts. Table 24 shows that about two-thirds of survey respondents in this 20-year evaluation agreed that funding for the arts should be increased.

Table 24. Attitudes towards funding for arts education

Views on Current Levels of Funding in School/District	Percent Agreeing
Funding should be decreased for the arts MORE than for other subjects	2%
Funding should be decreased for the arts AND other subjects	1%
Funding level is about right	14%
Funding should be increased for the arts MORE than for other subjects	9%
Funding should be increased for the arts AND for other subjects	55%
I do not know about funding for arts in my school or district	20%

Source: the Improve Group

Administrators' survey responses conveyed some urgency about funding for arts education. Just less than one-half of administrators said they had concerns related to their school's budget for the arts. Of the administrators with concerns, 46% have concerns related to their school's budget for the arts and 77% of these concerns are due to a lack of funding or due to cuts in the budget as districts are scaling back. Many respondents felt that the arts would be the first target of budget cuts; others had already lost part of their funding or were dependent upon grants that may not be renewed in the future.

Teachers also characterized the level of support for arts education in their schools on the survey. Regular discussion of arts education amongst school faculty supports the position of arts as part of a basic curriculum. Table 25 shows that about 20% of teachers report very regular discussion of arts education; 64% discuss arts education during the school year, but less often. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that they had more frequent discussions about arts education with other faculty, when compared to those sites where the grant funding ended 3-5 years ago.

Table 25. Frequency of arts education discussion among school faculty

Frequency of arts education discussion among school faculty	Percent of Respondents
Never	17%
A few times in the school year	41%
A few times in the semester or quarter	23%
Weekly	15%
Daily	4%

Source: the Improve Group

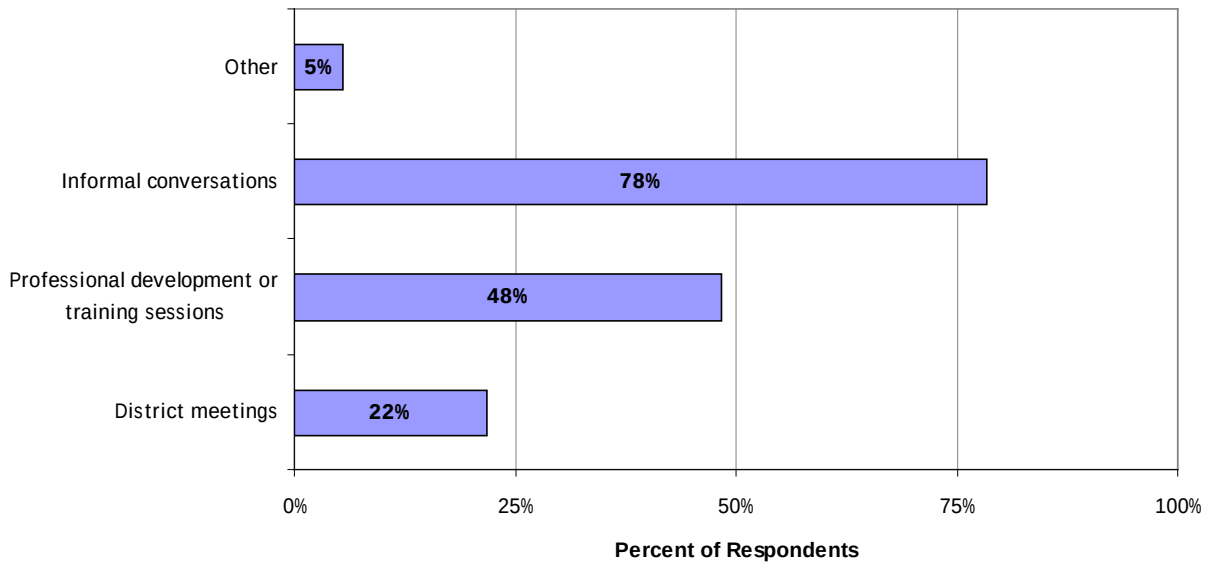
Surveyed teachers were also asked about the settings in which discussions about arts education take place in their school to understand if arts education is a topic on the agenda in formal meetings as well as in informal conversations. 23% of responding teachers say that arts education is often mentioned in teacher or faculty meetings; another 44% said it sometimes is. 27% reported that arts education is rarely discussed and 6% said it is never discussed in school faculty meetings. Teachers reported discussing the arts in other settings including: meetings for collaborative projects, emails, committee meetings, department meetings, grade level meetings, during staff development time and when seeking out ways to integrate the arts into their teaching. Survey data also showed that respondents most often discuss arts education in their school in informal conversations, but they do also discuss arts education in more formal meeting and planning sessions.

To explore the extent of participation in a network of educators concerned about arts education, the survey also asked teachers about when and how they discuss arts education with colleagues *outside* of their school. 31% of responding teachers said they discuss arts education with other educators in settings outside of their school at least three times a year. Another 41% say they have these discussions once or twice a year; 28% say they never discuss arts education with educators outside of their school. Arts teachers are more likely to discuss arts education with other educators outside of school more than non-arts teachers.

Teachers discuss arts education outside of their school again most often in informal conversations, but about one-half of respondents have discussed arts education in professional development sessions or training, as seen in Figure 12. Teachers noted “other” settings where they discuss arts education with other educators outside of their own school, such as: at conferences or conventions, at arts venues, while planning curriculum, at

department meetings, at faculty meetings, with community members out and about and during graduate school classes.

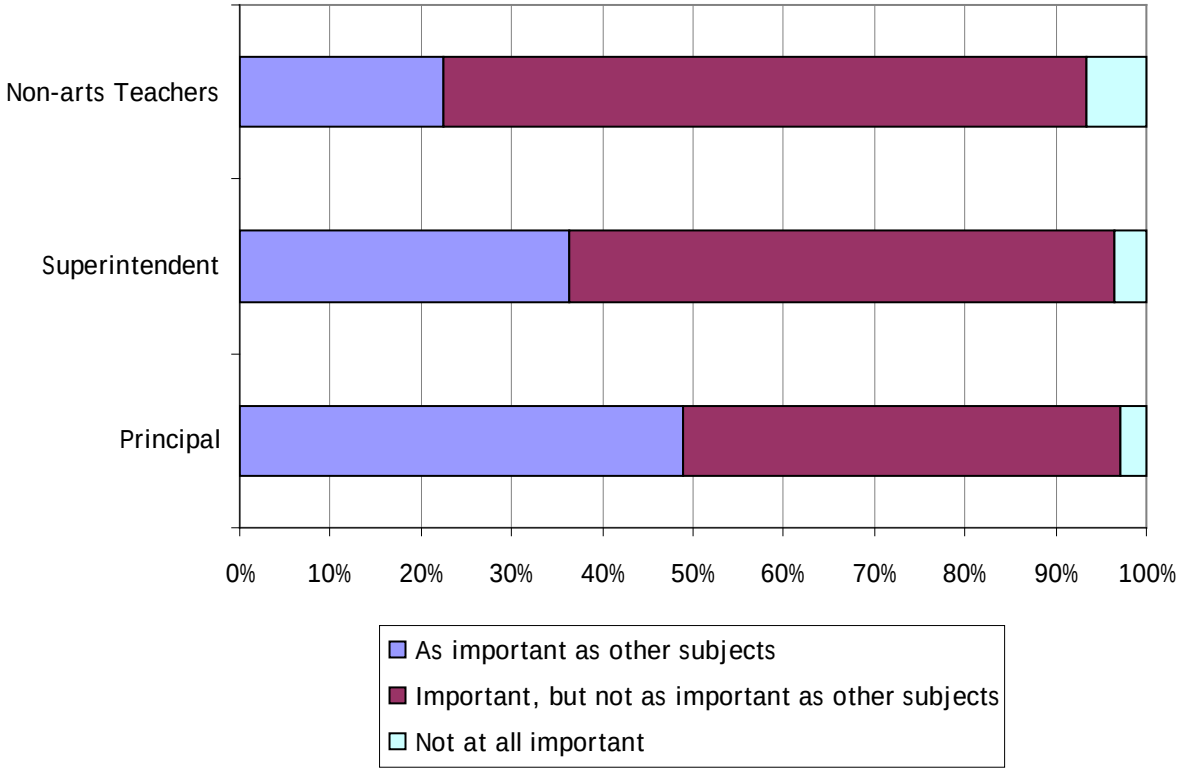
Figure 12. Where teachers discuss arts education outside of school



Source: the Improve Group

In addition, teachers reported on their perception of how important non-arts teachers and administrators consider arts education. Principals are perceived to offer the strongest support; while non-arts teachers are perceived to see arts education as important, teachers responding to the survey felt they did not see arts education as important as other subjects. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that their principal or superintendent felt that the arts was as important as other subjects, when compared to those sites where the grant funding ended 3-5 years ago. Please also see Figure 13.

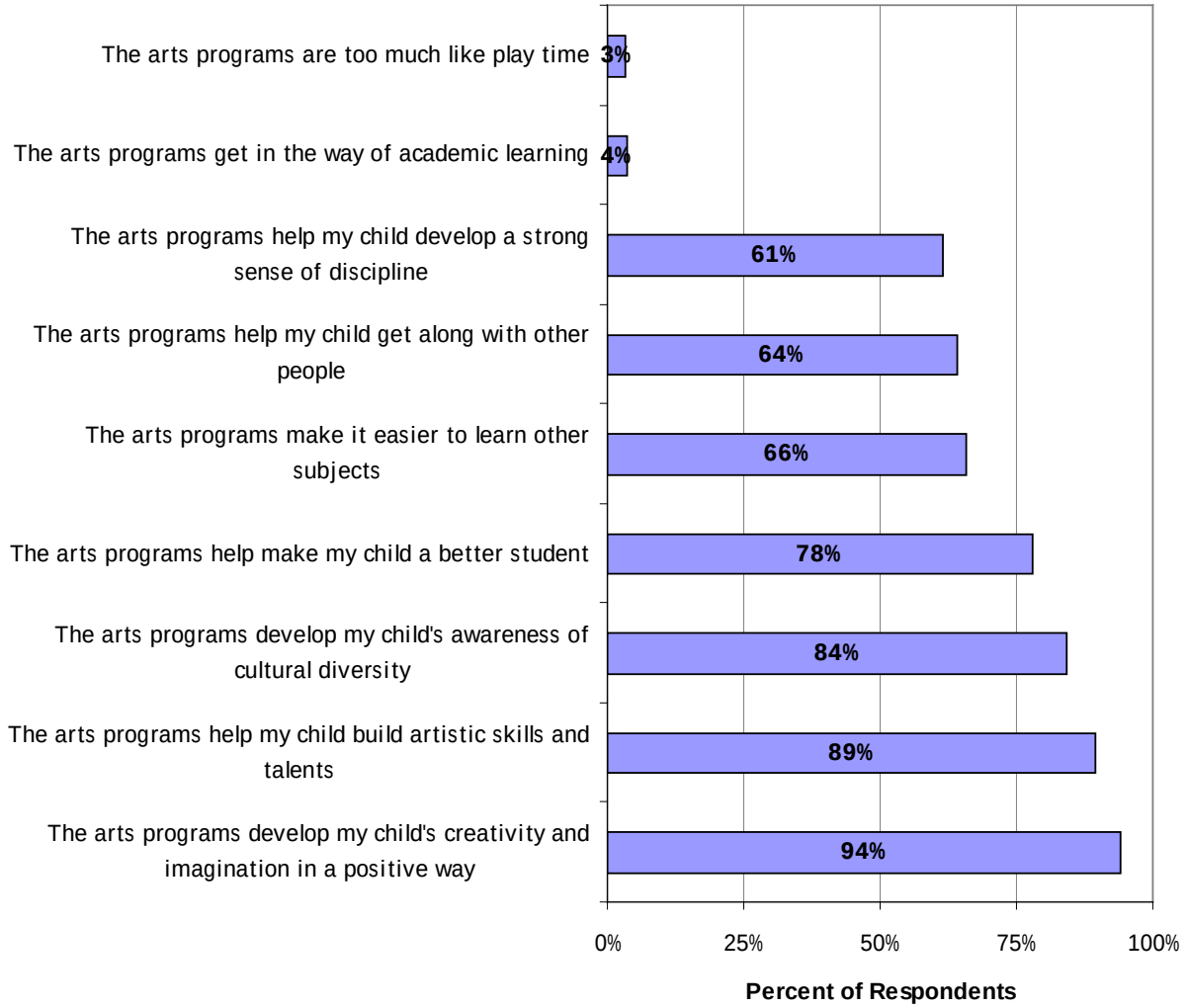
Figure 13. Teacher perception of non-arts teacher and administrators' sense of importance for arts education



Source: the Improve Group

Finally, the survey also asked parents to describe the arts programs in their child's school. Figure 14 shows that parents feel that arts education builds their child's skills and broadens their perspective. In addition, about 8 in 10 parents feel that arts programs help make their child a better student. **Almost all parents report that arts education develops their child's creativity, a quality which educators are increasingly recognizing is a critical element to children's education today and their ability to adapt to the changing world as they mature.**

Figure 14. Parents' responses about arts programs at their child's school



Source: the Improve Group

Local Stakeholders Participation in Advocacy Efforts

47% of arts teachers responding to the survey had participated in advocacy to address state arts education policy; remaining respondents had not participated in this kind of advocacy. On the survey, examples of advocacy were provided such as forwarding or posting policy updates, showing your support on a petition or at a rally, speaking with government representatives, testifying in a legislative hearing or speaking in support of a policy. Responding to the same examples of advocacy provided, 17% of administrators said they had been involved in advocacy to address state arts education policy.

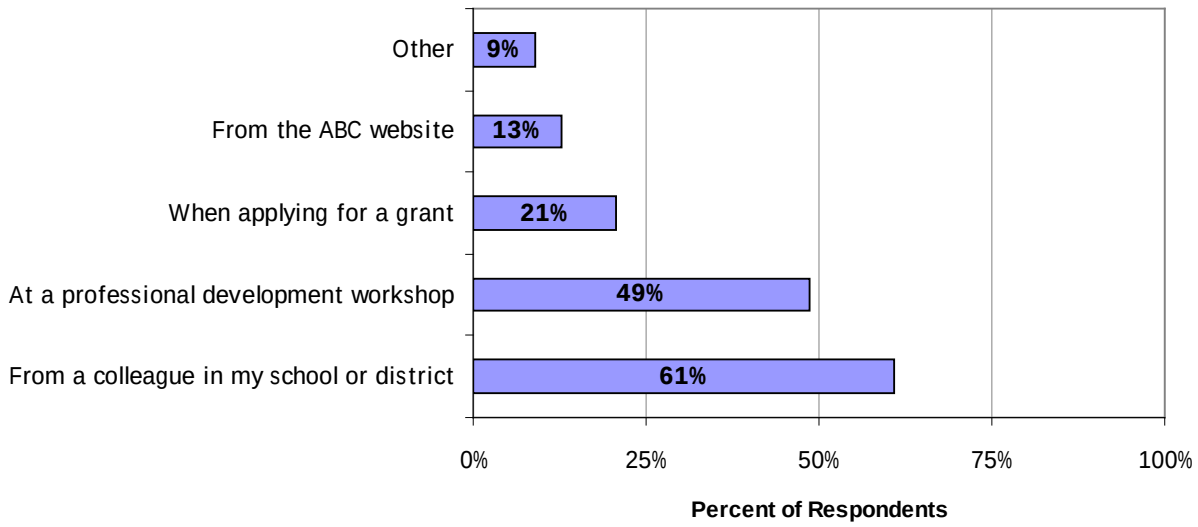
Two non-Coordinating Committee interviewees described that ABC informs teachers and other ABC stakeholders about policy issues. One said, "Anytime something was occurring in Congress, I could pick up the phone and call and they [ABC] could tell me what was going on along with who to contact."

Local Awareness of ABC

ABC's 20-year history recounts a number of promotional and marketing efforts to support its mission. A print ABC newsletter was published from 1990-2000. The Project also sponsored publications such as "Where We Stand on Arts Education", a position paper on arts education, "Arts Integration Continuum" and "Essential Elements for Arts Integrated Programs," which defined degrees of and conditions needed for successful integration.

Only about one-third of staff survey respondents said they were very or somewhat familiar with ABC and its goals. Those sites which have actively had a grant within the last two years had a higher percent of respondents say that they were familiar with ABC and its goals, when compared to those sites where the grant funding ended 3-5 years ago. Of those who were familiar with ABC, they most often reported hearing about ABC from a colleague or at a professional development event, as seen in Figure 15 below.

Figure 15. Where survey respondents hear about ABC



Source: the Improve Group

Several Coordinating Committee interviewees said that it has been a challenge to communicate broadly about ABC. There were mixed views among Coordinating Committee and non-Coordinating Committee interviewees about how informed administrators were in general and if knowledge about ABC extended beyond sites that had receive funding. Interviewees suggested in what ways they felt people learned about ABC:

- Professional associations (by discipline or position, such as principal and school board)
- Winthrop University summit for higher education
- Meetings/institute participation
- Steering committee membership
- Grant-making
- Brochures and publications (like the 20 year history)
- Web material
- Speaking opportunities, including at conferences (not just arts or arts education conferences, also at general education conferences)

Advocacy at the State Level

ABC has been particularly active at the state level, monitoring relevant state policy and advocating through the network and with partners to ensure that state policy supports quality arts education. Doughty's history explains that advocacy has been critical to ABC since the Project's inception, with the South Carolina Arts Alliance working closely with ABC on state arts education issues. The level of ABC engagement and success at the state policy level indicate it can be a model to other such statewide initiatives.

By 2007, the Arts Education Advocacy Network had over 1,500 members who were in touch with one another through personal contacts, email alerts, committee actions and regional advocacy alert groups. The group appears to be active and responsive. Examples of issues addressed include:[31]

[31] Doughty, Ray. (2007) South Carolina's Arts in Basic Curriculum: A History 1987-2007, p. 35.

- Ensuring that arts in education grant funds are available from the State Department of Education
- Working to have the status of arts education included as a part of the school and district report cards
- Protecting and advancing teacher certification in dance and theatre
- Supporting and achieving increased funds for gifted and talented arts programs
- Sponsoring the annual Arts Advocacy Day at the State House, and leading a delegation each year to the annual Washington, D.C. Arts Advocacy Day
- Assisting the Arts Commission in establishing the Arts Caucus within the South Carolina Legislature
- Ensuring that the Education and Economic Development Act (EEDA), also known as Pathways to Progress, included arts education components and language supportive of the importance of arts education opportunities for all students
- Ensuring that new requirements for Physical Education enacted by the general assembly allow dance and movement education to be included, with language that protects existing arts programs from elimination due to increase in Physical Education time requirements
- Planning the release of the State's new vanity automobile license featuring the slogan "Driven by the Arts"

All interviewees agreed that ABC has had an active role in shaping state arts education policy. Interviewees cited many examples of this role:

- Building relationships with policy makers, involving policy makers in ABC
- Keeping informed, informing others of developments in state arts education policy
- Testifying at the legislature on relevant issues
- Supporting the continuing education of arts education teachers
- Establishing a task force to create state standards for arts education
- Obtaining dollars to support ABC grant-making

- Participating in 1989 arts education reform
- Supporting the creation of the Target 2000 grant program
- Working to ensure that arts careers are included in the Education and Economic Development Act
- Ensuring that "in and through the arts" is included in applicable legislation to clarify that the arts are recognized as part of the legislation
- Advocating for the successful inclusion of dance as a qualifying activity toward the State requirements for physical education
- Including the four arts discipline professional associations in the ABC annual retreat to increase focus on arts education as a whole rather than interests of a particular arts discipline
- Working to include arts education quality on state school report cards
- Developing arts caucuses in both chambers

Many Coordinating Committee interviewees described that ABC is actively involved in any discussions on arts education and regularly consulted on how to address arts education in legislation.

While one non-Coordinating Committee interviewee described this state policy work as ABC's greatest accomplishment, interviewees also cited a few areas where ABC had not achieved everything they wanted yet. For instance, ABC was not able to get "artistic creativity" changed to explicitly say "the arts" in the electives for the Education and Economic Development Act.

Advocacy at the National Level

Doughty's 20-year history describes that ABC has served as a model for several statewide arts education partnerships and cites examples in Florida and New Jersey. He also shares that when the South Carolina Arts Commission director went to the NEA in 1993, she suggested a program like ABC could be developed at a national level and, with leadership from the U.S. Secretary of Education and NEA Chairman, the Goals 2000 Arts Education Partnership (AEP)

was created. ABC has documented a history of accomplishments at the state policy level, but may not have realized its potential influence at the national level.

All Coordinating Committee interviewees felt that ABC is involved with arts education reform efforts at the national level, often through Coordinating Committee members' service on boards. Interviewees explained this involvement helps keep ABC informed of recent developments and opportunities for advocacy. They gave examples such as:

- ABC's continued involvement with AEP through staff attendance at meetings and a Coordinating Committee member on the board
- Coordinating Committee member involvement on the National Assembly of State Arts board
- Coordinating Committee member involvement with departments of education in other states
- Coordinating Committee member involvement with foundations funding arts and arts education
- Coordinating Committee member on the board of Southern Arts Federation
- Coordinating Committee member involvement with regional arts education coordinators
- ABC staff attendance at National Arts Advocacy Day in Washington

Several interviewees also described that ABC has served as a model for other states in statewide arts education initiatives and arts education standards. All but one non-Coordinating Committee interviewee were aware of ABC's engagement at a national and regional level. Two Coordinating Committee interviewees felt that ABC could improve their national image and reputation as experts and leaders in arts education nationally, and gave the example of the A+ model, where they would be regularly consulted on arts education initiatives. However, two other Coordinating Committee interviewees did feel ABC was recognized as a national model and leader.

The evaluation identified relevant national scholarly journals and professional forums in the area of arts education, and searched these forums for instances in which South Carolina's art

education initiatives – and the Arts in Basic Curriculum Project in particular – is used as a model for arts education. No articles referenced South Carolina's initiatives or ABC in a search of the following journals:

- Art Education
- Arts Education Policy Review
- Educational Evaluation and Policy Analysis
- Education Research
- Journal of Educational Policy
- Journal for Learning Through the Arts
- Review of Educational Research
- Review of Research in Education
- Studies in Art Education
- Teaching Artist Journal

However, South Carolina's arts education work is referenced in some national forums, including the following:

- In 2003, the ABC Project was highlighted as a national model for arts education reform at a meeting of the National Arts Education Partnership. The Arts Education Leadership Institute was also highlighted on the Arts for Learning website.
- Arts Education Partnership: The Arts Education Partnership has a database of state arts education policies, which includes a summary of South Carolina's policies. The summary mentions SCAAP and the PACT assessments.
- Slay, Jane & Sherril Pendergast. Infusing the Arts Across the Curriculum. *School Administrator*. Vol. 50 Issue 5, p32-35.
- Yanow-Schwartz, Jo. Teaching the Art Makes a Difference. *School Arts.* Vol. 95 Issue 6, p62.

- Turner, Doris. Wedge of War/Wedge of Peace. *School Arts.* Feb93, Vol. 92 Issue 6, p43.
- Stites, R. & Malin, H. (2008) An Unfinished Canvas: A Review of Large-Scale Assessment in K-12 Arts Education. Menlo Park, CA: SRI International.

Impact of ABC on Participating Sites: Evaluation Findings

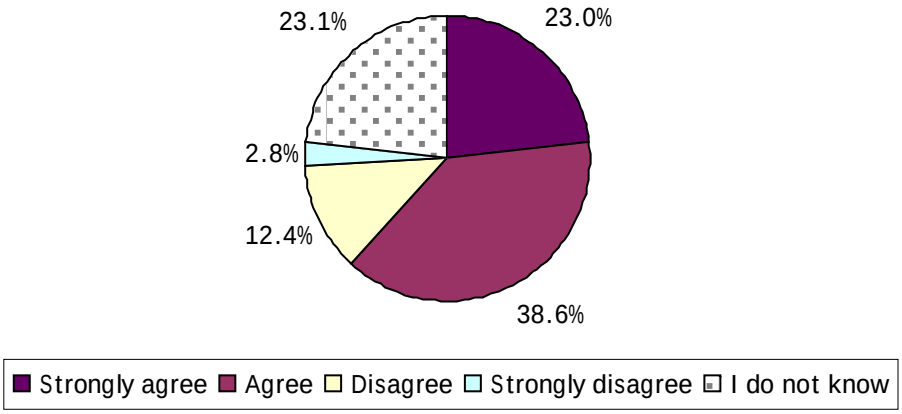
ABC's funding, ongoing research, training and technical assistance and advocacy activities are all designed to support certain outcomes of quality arts education in the state. This evaluation looked for the presence of such outcomes at ABC and DAP grant sites, primarily through the site survey, on outcomes that have been defined by the program and previous research studies as important to ABC's goals of supporting quality arts education.

Outcome: Use of South Carolina Visual and Performing Arts Standards

ABC seeks to increase the number of schools incorporating 2003 South Carolina Visual and Performing Arts Standards in their arts or other curricular classes. On the survey, many (85%) arts teachers use the 2003 state arts education standards when creating lesson plans. Fewer (13%) of non-arts teachers use the arts education state standards when creating lesson plans. A majority (55%) of arts teachers know that their district has an arts curriculum guide, and fewer (18%) non-arts teachers know that their district has an arts curriculum guide. When asked what ways they consult the arts curriculum guide when preparing for classes, teachers responded that they use it to see if they are targeting the appropriate skills and standards, to plan lessons, to understand sequencing, for examples of techniques that other teachers have used and for ways to integrate the arts into the subjects they teach.

Many survey respondents know about arts education standards and the majority feels that arts education in their school or district is accountable to these standards, as seen in Figure 16.

Figure 16. Respondent opinions on whether arts education is accountable to standards



Source: the Improve Group

In addition, survey responses of individual groups show many arts teachers, arts coordinators and administrators agree that arts education in their school or district is accountable to standards (see Table 26). Those sites which have actively had an ABC or DAP grant within the last two years had a higher percent of respondents agree that arts education is accountable to standards, when compared to those sites where the grant funding ended 3-5 years ago. Further, while fewer non-arts teachers and parents agree that arts education is accountable to standards, over one-half of non-arts teachers and parents do agree that arts education is based on standards and about one-quarter do not know.

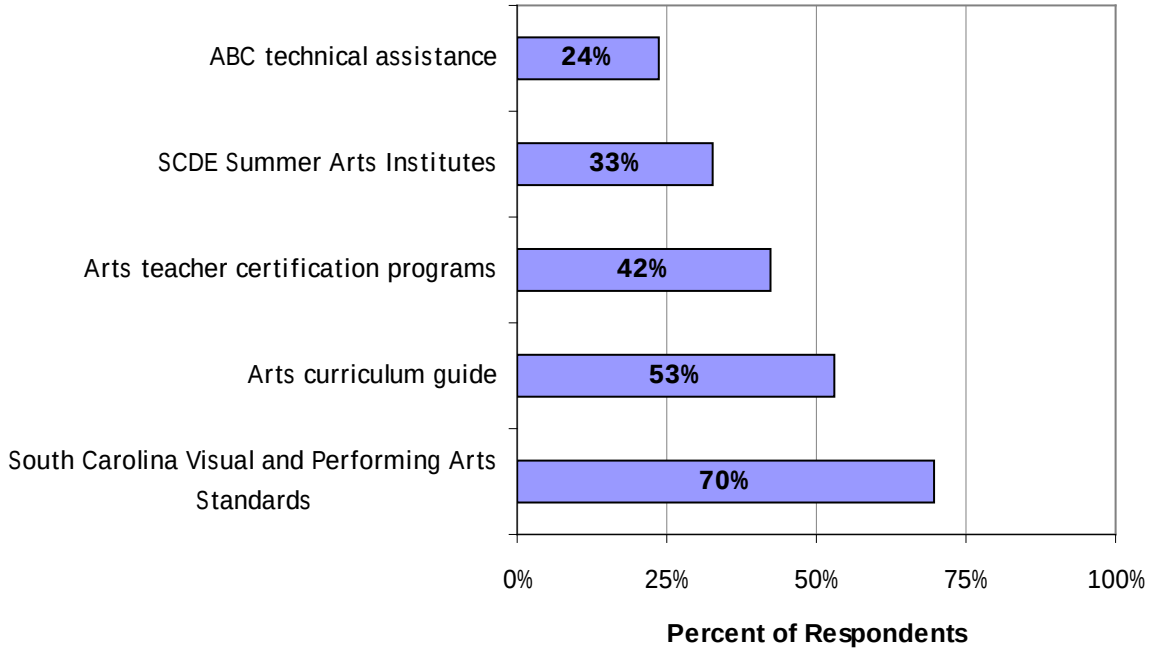
Table 26. Respondents' views on whether arts education in their school or district is accountable to standards

	Agree	Disagree	I do not know
Arts teacher	84%	11%	5%
Non-arts teacher	58%	16%	26%
Arts coordinator	87%	12%	0%
Administrator	73%	16%	11%
Parent or Guardian	56%	18%	26%

Source: the Improve Group

Figure 17 shows that many survey respondents feel that the State Visual and Performing Arts Standards, which ABC was instrumental in creating, have had a positive impact on student achievement. A majority also feel that the arts curriculum guide has a positive effect on student achievement. When compared to other ABC activities in Figure 17, more respondents indicate these policy changes have had an impact on student achievement.

Figure 17. ABC activities' impact on student achievement



Source: the Improve Group

Outcome: Use of Strong Assessment Methods

ABC also focuses on encouraging the use of strong assessment methods in the arts. Table 27 shows that many of the teachers responding to the survey are using some form of assessment to structure their grading of individual student work in the arts. Many use their own observation for grading, but only 4% do not use any of these tools.

Table 27. Arts teacher grading methods

Grading Methods	Percent of arts teachers using
Observation	91%
Rubric	80%
Performance task	73%
Checklist	73%
Self critique	59%
Written test	55%
Portfolios	35%
Video performance	25%
Digital/audio performance	20%
DO NOT USE these tools when grading students	4%
Other	2%

Source: the Improve Group

Outcome: Districts have Arts Coordinators

The ten-year evaluation found that 70% of teachers in districts with no arts coordinator report inadequate funding, while 55% of teachers in districts with arts coordinators report inadequate funding.[32] Moreover, in districts with no coordinator, teachers most often referred to coordination as their number one need.[33]

Three percent (n=43) of all schools in the state of South Carolina do not have an arts coordinator, according to State Department of Education contact lists. Half of these sites are located in a single district; the remaining are either technical/vocational or other types of schools (i.e. the South Carolina Public School Charter District does not have an arts coordinator listed). On they survey, 39% of staff respondents said their district had an arts coordinator; 11% said they did not and half (50%) were unsure about whether or not their district has an arts coordinator. Respondents may not be aware that there is an arts coordinator for the district, or the arts coordinator may not be very active at their site.

Indeed, Coordinating Committee members mentioned that the degree to which arts coordinators take on an active coordination role can vary; at some sites, the position may largely exist as an extra title for a current staff. Of those who were aware of an arts

[32] Seaman, Michael. (1999) The Arts in Basic Curriculum Project: A Ten Year Evaluation, p. 15.

[33] Seaman, Michael. The Arts in Basic Curriculum Project: A Ten Year Evaluation, p. 51.

coordinator in the district, most (94%) said the contributions of this staff were somewhat or very helpful. Administrators from the districts surveyed said they had had an arts coordinator for an average of 10.4 years.

On the survey, arts coordinators were asked how often they meet with arts and non-arts teachers. Only 4% of arts coordinators said they did not generally meet with arts teachers and 13% said they did not generally meet with non-arts teachers. As Table 28 shows, just under half of the arts coordinators reported meeting frequently with arts teachers and slightly less frequently with non-arts teachers.

Table 28. Frequency of meetings between arts coordinators and teachers

Frequency of Meeting	Arts Teachers	Non-Arts Teachers
Daily	25%	0%
Weekly	21%	17%
A few times a term	38%	42%
A few times a year	13%	29%

Source: the Improve Group

Most (88%) arts coordinators said they often or sometimes coordinated professional development activities and 8% said they rarely did. 83% reported that they sometimes or often were involved in coordinating school performance schedules. Nine percent rarely played this role and another 9% said they did not play a role in coordinating school performance schedules.

Outcome: Improvement in student achievement in the arts in participating schools

Prior research studies indicate that ABC's work had a positive effect on student achievement in the arts. AERP findings include the following:

- Schools that spent more time in arts-immersion showed higher achievement in the arts.[34]

[34] Meyer, Patrick; Yap, Ching Ching; Kjerfve, Tania; Kim, Do-Hong; Seaman, Michael. (2003) 2001-2002 Arts Education Project Year-end Report.

- In general, most ABC schools scored better than predicted by the poverty index in the SCAAP music multiple-choice assessments. The visual arts multiple-choice assessments, however, evidenced better scores than predicted for non-ABC schools. More ABC schools scored above average in the visual arts performance, while fewer ABC schools scored below average in the music performance tasks.[35] In a subsequent report, AERP found that in schools with low socio-economic status, ABC requirements such as having an arts education strategic plan can help to ensure that these students receive equitable learning opportunities in the arts.[36]

SCAAP data is available for multiple years eleven ABC and DAP sites[37]. Of those, 82% showed improvement from the first to last years in either the visual arts, music or both assessments. Parent survey respondents also commented on their perception of the impact of arts education on their child's achievement. As seen in Table 29, many parents see an improvement in their child's skills.

Table 29. What can your child do better because of arts classes?

Ability	Percent of Parents indicating their child can do this better because of arts classes in their school
Create an artwork	81%
Perform in a play	68%
Sing	65%
Dance	48%
Play an instrument	44%
Other	16%

Source: the Improve Group

Outcome: Arts Curriculum is Complete, High Quality and Incorporated throughout Schools

A majority of arts coordinators and administrators report a variety of arts classes offered in their district. Interestingly, survey responses showed that more arts coordinators indicate a broader spectrum of arts classes in their district than administrators report. This may indicate some lack of awareness of arts classes on the part of administrators.

[35] Kim, Do-Hong; Meyer, Patrick; Banich, MaryAnne; Moore, Michael; Blankenship-Brown, Lee; Yap, Ching Ching and Seaman, Michael.(2004) 2002-2003 Arts Education Project Year-End Report.

[36] Yap, Ching Ching and D'Amico, Leigh (2006) Arts in Education Research Project: Year 2005.

[37] Five sites received both DAP and ABC grants; six received ABC only.

Fifty-three (53%) of arts teachers also provide instruction in the arts after school. After school activities that are taught by arts teachers include theatre rehearsals, dance classes, instrumental courses or lessons, art club, choir or another musical ensemble, drama club, Gifted and Talented and tutoring.

Outcome: Arts Integration

Around 2000, some sites began to express interest in establishing school-wide programs for the integration of the arts across the entire curriculum. Table 30 shows that survey respondents agreed that the arts can be a positive influence in the curriculum of other subject areas. Respondents listed barriers to the integration of the arts into non-arts curriculum including: communication between arts and non-arts teachers, time for planning, a lack of knowledge and a focus on teaching for testing requirements.

Table 30. Views on integrating arts with other subjects

Views on Integrating Arts With Other Curriculum Study	Percent Agreeing
The arts should be frequently integrated with instruction on other subjects	64%
Other subjects may benefit from integrating arts into their curriculum from time to time	34%
The arts should only be in arts classes	2%

Source: the Improve Group

On the survey, 95% of staff respondents say that non-arts teachers often (25%) or sometimes (70%) incorporate the arts in their curriculum. About one-half of non-arts teachers say that they use the arts in their teaching every day or frequently; 41% say they use the arts once in awhile; 8% say they never use the arts in their teaching. Further, non-arts teachers had positive feedback on the impact of using the arts in their curriculum, as seen in Table 31. The 2006 AERP study similarly found that teachers at ABC model sites reported that arts integration produced a number of positive results such as improving teaching and learning at their school, reinforcing classroom concepts, addressing curriculum standards on a variety of subjects and leading to students being more excited and motivated to learn. They also felt that teachers experienced more connectivity and productivity as they collaborated on integrating arts education in the curriculum.

Table 31. Non-arts teacher observations on impact of integrating arts in their class

Non-arts teacher observations of what is TRUE because of the arts classes in their school	Percent of non-arts teachers selecting
Students do better in my class	67%
Parents become more involved in school activities	58%
My students have better focus on their tasks in my class	53%
There are fewer disruptions in my class	34%
Attendance is improved	33%
Teacher morale is stronger	29%

Source: the Improve Group

Outcome: Use of Folk-Life or Traditional Arts

In the most recent strategic plan, ABC defined an objective to encourage participating sites to infuse their arts curriculum with local or traditional arts that engage students and their local community. On the survey, almost all (97%) of arts teachers say they do include traditional arts activities that reflect the local population in their arts curriculum. About one-half of these teachers say they often use such activities in their classroom.

Comparison of ABC Sites to Other Sites

In 2004, the Office of Program Evaluation in the College of Education at the University of South Carolina investigated arts education programming throughout the state and compared students' standardized test scores between those schools which had participated in ABC and those which had not.

The study found that, on average, arts education programming was more extensive in ABC-participating schools, particularly in the areas of dance and theatre instruction. ABC schools were also more likely to provide after school arts programming than non-participating schools. Teachers at ABC sites were more likely to report receiving arts-specific professional development training.

The 10-year evaluation found that ABC school sites' arts education is diverse in quality and breadth, and these school sites attain more integration of arts curriculum in other classes when compared to non-ABC schools. The evaluation also found that ABC district sites are

more likely to support framework-based curricula development, offer a greater breadth of arts opportunities and have strong district arts program coordination.

A review of the literature on arts education also provides an opportunity to understand ABC outcomes in a broader context. For instance, a 2004 study[38] found that general education teachers believe arts education is valuable, but rarely integrate the arts in their curriculum. On the survey for this evaluation, 95% of staff respondents say that non-arts teachers often (25%) or sometimes (70%) incorporate the arts in their curriculum.

Another interesting comparison from a review of literature points to the impact of arts on student behavior. This research[39] shows that the performing arts have the *potential* to positively impact student behavior. On the survey, non-arts teachers observed the impact on students of the arts classes in their school. Over one-half said that students have better focus and about one-third said there were fewer disruptions in their class.

The literature[40] shows that evidence is mixed regarding the effects of arts education on student achievement on standardized tests. However, evidence suggests that arts can be used to enhance student learning when they used to present material in other areas, such as reading. A 2005 AERP study[41] compared students' scores on PACT standardized assessments across arts-immersion and traditional schools, from 2001 to 2004. As part of this analysis, the authors conducted a regression analysis predicting student scores at arts-immersion and traditional schools, based on the poverty index at those schools, and then compared the actual to the predicted scores. Student performance on the PACT was mixed over time, but

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[38] Oreck, Barry. (2004) The Artistic and Professional Development of Teachers: A Study of Teachers' Attitudes toward and Use of the arts in Teaching. Journal of Teacher Education. Vol 55, No. 1: pp.55-69.

[39] Catterall, James S. (June 2007) Enhancing Peer Conflict Resolution Skills through Drama: An Experimental Study. Research in Drama Education. Vol. 12, No. 2. pp. 163-178. Eccles, Jacquelynne S. and Bonnie L. Barber. (1999) Student Council, Volunteering, Basketball, or Marching Band: What Kind of Extracurricular Involvement Matters? Journal of Adolescent Research. Vol. 14, No 1. pp.10-43.

[40] Catterall, James S. (July 1, 1998) Does experience in the arts boost academic achievement? A response to Eisner. Art Education. McMahon, Susan D., Dale S. Rose and Michaela Parks. (2003) Basic Reading Through Dance Program: The Impact on First-Grade Students' Basic Reading Skills. Evaluation Review. Vol. 27, No. 1. pp. 104-125.

[41] Yap, Ching Ching; Do-Hong Kim; Pu Peng; & Michael Moore. (2005) Arts Education Program in South Carolina Public Schools: 2004 Status Report. Office of Program Evaluation, College of Education, University of South Carolina.

there was not strong evidence that the PACT performance was different between ABC and non-ABC schools.

Summary Highlights and Recommendations

At their 20-year anniversary, the Arts in Basic Curriculum (ABC) Project can look back on many accomplishments and innovations that have helped the Project make progress on its goal to ensure that every student in South Carolina has access to a quality, comprehensive arts education. Through funding, research, advocacy and training and technical assistance, the Project has been a model for a number of advancements in arts education. The statewide focus, the creation of arts education standards and curriculum, the success of its advocacy and its inroads on arts education assessment and integration mark the ABC Project as a significant leader in the field of arts education. At this 20th anniversary, the ABC Project engaged an independent evaluator to explore the Project's impact at this stage of its history. Findings are detailed in the full evaluation report.[42] This summary provides highlights for ABC stakeholders and/or other states who are interested in better understanding this successful model of statewide arts education promotion. Finally, recommendations based on the findings are offered for ABC's continued growth.

Educators will be interested in the following findings about how the ABC model builds support for arts education at a local and state level:

1. ABC has been active in developing curriculum guides and State Standards for arts education. Many survey respondents report that they have observed a positive impact on student achievement from these policy supports. Many arts teachers report using the State Standards when creating lesson plans.
2. The innovative web-based SCAAP assessment tool allows for widespread consistency in arts education assessment. Among the ABC and DAP sites for which multiple years of data is available, eight in ten sites show improvement in achievement.
3. ABC has endeavored to build support for arts education through supporting inclusive arts education strategic planning processes, and by providing training and technical

[42] Available upon request from Katie Fox, Program Director, Arts Education, S.C. Artists' Ventures Initiative, South Carolina Arts Commission. 803.734.8767 or kfox@arts.sc.gov

assistance around topics such as integrating the arts in other subject areas. Findings that show what this support has accomplished include :

- Most staff respondents said that non-arts teachers often or sometimes incorporate the arts in their curriculum.
- Eight in ten parents feel that arts programs help make their child a better student. Even more parents report that arts education develops their child's creativity, a quality which educators are increasingly recognizing is a critical element to children's education today and their ability to adapt to the changing world as they mature.
- Seven in ten survey respondents said that arts should have equal priority with instruction in other subject areas.
- Strategic planning takes place at ABC sites and those who know about the arts education strategic plan indicate more supportive attitudes about arts. However, awareness of the site's arts education strategic plans could be improved among stakeholders w ho are not directly involved in arts education.
- Increased awareness of the technical assistance that ABC provides could help to sustain support for ABC.

4. ABC's efforts to engage higher education representatives have been challenging in the past, but in the current study many of the arts teachers who responded to the survey said that they had studied arts or arts standards during teacher certification.

Other states will be interested in understanding how the ABC model operates and what practices support broad access to quality arts education. ABC's strategies - creating an effective governing structure, administering grantmaking programs, providing training and technical assistance, conducting research and engaging in advocacy - have all strengthened the capacity of the Project.

1. Effective Governing Structure: Many markers of an effective partnership are present at the governance level.[43] The partners exhibit clear communication and leadership, commit funds and other resources to ABC and have shown a commitment to learning

[43] ABC is governed by a coordinating committee with members from the three strategic partner agencies.

and adapting. A larger Steering Committee enables a diversity of sector representatives to provide leadership in arts education, represents broad interests, and informs the direction of ABC. The Steering Committee and other arts organization meetings provide a forum for informal communication, helping to keep stakeholders informed and engaged. Because the Steering Committee is large and some stakeholders may stay involved for many years, ABC continues to explore how this body can play a substantial leadership role and bring fresh perspectives into productive planning sessions.

2. Funding and Grantmaking: A substantial portion of schools have received support for the arts and ABC has consistently grown the number of funded sites, including targeted outreach sites. Thirty-five percent of all school sites in the state have applied for or been part of an application for a successful DAP grant; 25% of school sites across the state have applied for or been part of an application for an ABC grant. School staff reports that grants are a significant source of funding for arts teachers' classrooms.

   The survey of school staff highlighted some differences between sites which have received funding from the South Carolina Arts Commission's ABC Advancement program and the South Carolina Department of Education Distinguished Arts Program. One grant program appeared to better support arts integration, faculty discussions and participation of different groups in local arts education strategic planning. Differences also exist based on whether funding went to a school or to an entire district, a tension which ABC will consider as it seeks to expand funding and grantmaking to more sites in the state.

   As ABC looks to continue expansion, the Project will also need to consider differences that the survey highlighted between sites that were the target of outreach efforts and all other sites.[44] Outreach sites reported more often that they had received technical assistance. However, outreach sites report less often that arts education is discussed in teacher meetings and that their principal finds arts education important. Outreach sites also involved stakeholders at different levels in strategic planning.

[44] These were primarily rural sites.

3. Ongoing Research: ABC has shown a consistent commitment to evaluation of its work and issues relevant to promoting quality arts education in South Carolina. Further, the Project uses evaluation results to improve and hone its work. Since 2000, the Project has worked with the Office of Program Evaluation at the University of South Carolina to commission relevant and methodologically sound research on ABC's impact. The innovative web-based SCAAP tool has the potential to provide valuable data about the quality of arts education in schools and promote attention to academic achievement in the arts statewide.

4. Training: Statewide, 19% of all schools in South Carolina and 68% of all districts in the state have sent a representative to attend a wide variety of workshops through ABC's summer institutes. Feedback surveys from recent workshops indicate that participants felt the content was relevant and useful; almost all said the experience helped them to understand and use State Standards in the classroom.

   Teacher certification is available in four arts areas and arts courses are required for elementary school teachers. Between 1-9% (depending on the arts area) of arts teachers at ABC sites reported on the survey that they were not certified in the arts area they taught (all grade levels). Nationally, the National Center for Education Statistics reports that between 16-28% (depending on the arts area) of arts teachers are not certified to teach in their arts area (high school level).

5. Advocacy: Through direct conversations with legislators and mobilizing the support of educators, ABC has accomplished a number of policy changes at the state level that support quality arts education for South Carolina students. While ABC has been a model for some other states and is involved in national arts education reform efforts, it may not have realized its potential influence as a model at the national level.

Recommendations for ABC

1. A large Steering Committee provides an opportunity to engage representatives from many sectors who can and do support arts education, but it can also be too large for close involvement in activities such as annual planning. ABC will need to find ways to manage participation so that the various sectors can have a voice in the delivery of arts

education. ABC will also need to find ways for new participants and/or fresh perspectives from these different sectors to provide direction and feedback for the Project. A process should be created to facilitate input from these diverse stakeholder groups for the Coordinating Committee's valuable annual retreat, to ensure that the Steering Committee representation provides meaningful direction for important annual planning. One idea raised during the evaluation was for Steering Committee members to be tasked with gathering input from relevant stakeholders and reporting to the Coordinating Committee at the retreat.

2. In order to continue to expand ABC's influence and its arts education reform efforts throughout the state, ABC will likely have to rely even more on site representatives and/or Regional Outreach Consultants. ABC has reached many sites in the state, but current staff levels will not be able to support a significant number of new sites with the same level of service. At the same time, some changes may be needed in the outreach model currently in use. The methods of engaging outreach sites have proved successful in building support for arts education, participation in advocacy and use of ABC tools and support - achieving similar levels as non-outreach sites. But, the model may not be as effective at overcoming some differences in resource availability or in the engagement of faculty in frequent discussions about arts education.

3. Differences between DAP and ABC sites indicate that a review of guidelines, expectations and implementation for these two programs could help to clarify how programs can "learn" from one another to accomplish progress on shared goals.

4. Strategic planning appears to be useful in building support for the arts; however, the methods of engaging stakeholders at district-wide sites should be reviewed to attain the same outcomes of support and engagement achieved at school sites. In general, district-wide sites tend to show lower levels of support for arts education and less awareness of ABC. Overall, ABC must reinforce a message to sites that it is important to engage and communicate with a broad group of stakeholders in the planning process; many staff responding to the survey were unaware of the existence of a plan at their site.

   Such widespread engagement can also be a vehicle to sustain progress made in building ongoing support for arts education, as strategic plans are regularly reviewed and

updated. About half of the teachers responding to the survey had participated in advocacy to address arts education issues at the state; fewer administrators had participated in advocacy.

5. Partners emphasized that ensuring smooth staff transitions on the Coordinating Committee is critical. The recent experience with a new staff representative for one partner underscores the need for attention to the position of each partner's representative. The representative must be in a position to know and relay timely and relevant information between ABC and their organization, and participate in any pertinent decision-making within their own organization, as well as on the ABC Coordinating Committee.

6. Future evaluation and research efforts will be aided if ABC is able to gather consistent data on the impact of professional development opportunities, as well as encouraging participation in SCAAP to build a record of arts education achievement at sites.

7. ABC will need to continue to find ways to maintain stakeholder awareness of the Project and its work. Only about one-third of survey respondents said they were very or somewhat familiar with ABC and its goals. In addition, technical assistance is a major activity of ABC's Project Director and is reviewed positively by those who receive it. But, ABC's work in this area is not broadly recognized by stakeholders who do not directly participate in technical assistance or who may not be aware of who provides the assistance.

Appendix A: Arts in Basic Curriculum Evaluation Logic Model

Goal 1: Maintain statewide momentum toward excellent arts education through leadership and strategic partnerships at all levels

Activities and inputs	Indicators of success	Measurement tools
Objective A: Build and strengthen the SC Arts in Basic Curriculum (ABC) coalition.		
• ABC Steering Committee • Coordinating Committee	• Partners report channels of communication are clear • Decisions reflect consensus of partners • Common vision of targets is shared by partners • Partners' individual agency actions generally support common vision • Transitions are managed to support ongoing partner involvement and support of common vision • Partners are well-informed about relevant actions taken by one another • Partners have high level of trust of one another • Partners contribute needed financial resources to maintain coalition and programming • Partners share contacts and help other partners access spheres of influence • Influential partners participate in coalition	• Interviews with current and former partners (new)
Objective B: Stimulate and support partnerships for arts education reform at the local and state levels, linked to regional and national arts education initiatives.		
• Offer annual Arts Education Leadership Institute (AELI), bringing together school leadership teams to plan for arts curriculum change • Maintain a statewide arts education leadership network and database through seminars, meetings and retreats to support reform efforts at the state and sub-state regional levels • Participate in State, regional and national reform efforts • Continue ongoing dialog, dissemination of information and partnerships to address arts education reform • Support local planning efforts that broadly engage community members in discussions about arts education	• ABC is aware of and involved in discussions and advocacy on national arts education reform initiatives • Participating districts engage in participatory planning processes for arts education improvement/reform • Arts education strategic plans are created in participating districts • Advocacy network is effective and can respond quickly • Participants in AELI or strategic planning processes indicate increased support of arts education • Advocacy results in positive changes for arts education at state and sub-state levels (i.e. agreement on meaning of arts integration)	• Survey – site coordinators, teachers, administrators, parents, policy-makers • Interviews with Council of arts education presidents • Interviews with arts education partners at national level • Interviews with Alliance for arts education • Interviews with current and former Coordinating Committee members

Goal 2: Increase understanding and support of arts education

Activities and inputs	Indicators of success	Measurement tools
Objective A: Define and document the value of arts education and build support among schools and leaders.		
• Grow the arts education advocacy network in collaboration with other organizations • Promote the value of arts education • Make the case for arts education improvement to administrators in non-participating schools and districts • Advocate for policies that move arts education forward	• Advocacy network increases understanding and support of arts education amongst members • Participating teachers and administrators understand and participate in advocacy • State policy on arts education is positively affected • Interest from districts in programs to help expand arts programs is increased • ABC promotional activities are increased	• Survey – teachers, administrators, partners, policy-makers • Record review • Partner interview

Goal 3: Establish and maintain public policy and systems of accountability that promote quality, comprehensive arts education for all students

Activities and inputs	Indicators of success	Measurement tools
Objective A: Embed assessment and quality improvement in arts education policy.		
• Monitor changes in state regulations, policies, and legislation that may affect arts education, and educate and inform leaders and decision makers on these issues • Develop a dialogue with non arts organizations and groups around the value of arts education	• Participating schools and districts adopt use of standards and assessment systems • Advocacy network and partners influence any policy change related to the quality of arts education • Teachers and district arts coordinators report that standards and assessment systems support quality arts education	• Survey – teachers, administrators, policy-makers, partners, arts advocates • Record review • Partner interview

Goal 4: Increase individual schools and school districts capacities to implement comprehensive, standards-based arts education

Activities and inputs	Indicators of success	Measurement tools
Objective A: Support the arts curriculum development in schools and school districts.		
• Continue and expand ABC Advancement Sites • Outreach to underserved areas with low accountability ratings, such as Palmetto Priority Schools • Provide technical assistance and guide potential applicants to funding opportunities for regional Outreach Consultants to bring new participants into the statewide arts education network • Provide incentives to increase the number of District Arts Coordinators • Provide information and technical assistance to potential and existing SCDE's Arts Curricular Grant Sites • Provide workshops and professional development to help teachers develop folk-life or traditional arts curriculum • Facilitate implementation of the South Carolina Visual and Performing Arts Curriculum Standards 2003 and development of the SC Assessment Program through professional development activities	• The number of schools receiving grants increases • More districts have arts coordinators • The number of schools incorporating arts standards in their arts or other curricular classes increases • Teachers and administrators receiving technical assistance report increased knowledge and ability surrounding standards, integration, strategic planning and grant-writing to support arts education • The presence of folk-life or traditional arts reflective of population in curriculum increases • Other staff and parents report that arts education is accountable to standards • Assessments show improvement in student achievement in the arts in participating schools • Teachers and district arts coordinators report that standards and assessment systems support quality arts education	• Survey – administrators, teachers, arts coordinators, parents, other staff • Record review
Objective B: Improve the quality of preparation and professional development training for arts and non-arts teachers.		
• Provide professional development arts education institutes based on teacher needs • Collaborate with new providers of professional development (i.e. the South Carolina Center for Dance Education) • Work with higher education to align pre-service teacher preparation, curricula, instruction, and assessment with the S.C. Standards and "best practices" • Monitor and recommend changes to state requirements for teacher licensure and certification and program accreditation • ABC 1-day in-services respond to teacher needs (new teachers, teaching children with disabilities, developing curriculum about folk traditions)	• New teachers report increased knowledge and ability in delivering arts education from professional development institutes. • ABC responds to teachers' needs in professional development opportunities • Student achievement in the arts increases with teacher preparation • Professional development training is available in all arts areas for teachers • Teacher certification and training for arts and other curricular educators includes study in arts areas and a focus on arts standards • Administrators are aware of arts education training and seek arts and other curricular educators with this training	• Survey – teachers, administrators, arts coordinators • Ongoing research • Partner interview

Goal 5: Strengthen financial support ABC

Activities and inputs	Indicators of success	Measurement tools
Objective A: Enhance communication and marketing to support ABC.		
• Create marketing tools • Grow and diversify funding sources to meet new program opportunities • Maintain partner funding (including in-kind)	• ABC increases awareness and knowledge of its activities and goals. • ABC has funds sufficient to cover initiatives, programs and growth.	• Interview – partner, policy-maker, other funders? • Record review • Survey – teachers, administrators

Appendix B: Evaluation Methodology

This program evaluation provides an opportunity to reflect upon the 20-year history of the ABC Project and to provide a snapshot of its impact on schools and districts throughout South Carolina. While ABC has maintained a consistent vision over its history, as with any program the goals and strategies have evolved in response to current needs and opportunities. The program goals and objectives which framed this evaluation are those defined in ABC's 2006-2010 strategic plan. Thus, the specific areas of inquiry for this evaluation may differ from other studies of and by ABC. However, that consistent vision ensures that this study reflects lessons and priorities that echo throughout ABC's history.

A number of previous research studies and evaluations were reviewed to provide context for this evaluation and have been cited when the findings were relevant to the goals under examination in this evaluation. In addition, program records, as available, were analyzed on items relevant to this evaluation. A relationship with the University of South Carolina's Office of Program Evaluation established an opportunity for regular studies through the Arts Education Research Project (AERP) since 1999. These were referenced for this 20-year evaluation. ABC's 20 –year history provided a number of helpful insights, as did feedback surveys from ABC's professional development meetings, grant-making records, State Department of Education records and standardized arts achievement test data. This achievement data is obtained through a test called the South Carolina Arts Assessment Program (SCAAP) which provides results about school level achievement in music and visual arts for 4th grade students, primarily used in districts and schools which have received DAP funding. While these sources do not provide comprehensive, historical data relevant to the research questions of this 20-year evaluation, they were able to provide helpful insights on ABC's impact.

Interviews were conducted with twenty-one key informants who have experience with ABC today and in the past. Half of these interviewees are current or former members of the ABC Coordinating Committee, representing the main ABC partners. The remaining interviewees represented the South Carolina Arts Alliance, the South Carolina Education Oversight Committee, Columbia College (South Carolina Center for Dance Education), The Arts

Partnership of Greater Spartanburg, the South Carolina Art Education Association, the South Carolina Dance Association, the South Carolina Music Educators Association and the South Carolina Teachers Association.

Finally, all ABC and DAP-funded sites were invited to participate in a survey of teaching and administration staff. Liaisons at every ABC and DAP site received instructions on distributing an email invitation and web-based survey to all teaching and administration staff in the site. Site liaisons helped coordinate administration at each site between December 2008 and January 2009.

Ten sites were selected for parent surveys to represent ABC and DAP sites, school and district sites and rural/urban/suburban sites. District arts coordinators or liaisons distributed parent questionnaires, on paper or electronically, at 8 school or district sites and returned the questionnaires to the evaluator. Each school site had up to $50 to spend on snacks or incentives, as determined by liaisons. Liaisons also determined methods or events through which it would be most effective to reach parents at their site. Over 4,000 total responses were received through this survey from parents and staff at ABC and DAP sites across the state. 96% of school sites (71 of 74) and 93% (13 of 14) of district sites are represented in survey results.

Appendix C: Description of Survey Informants

Survey Respondents

Many (96%) school sites and 93% of district sites are represented in survey results. 62% of those responding to the survey were from sites which had received a DAP grant; 77% were from sites which had received an ABC grant (some sites receive both).

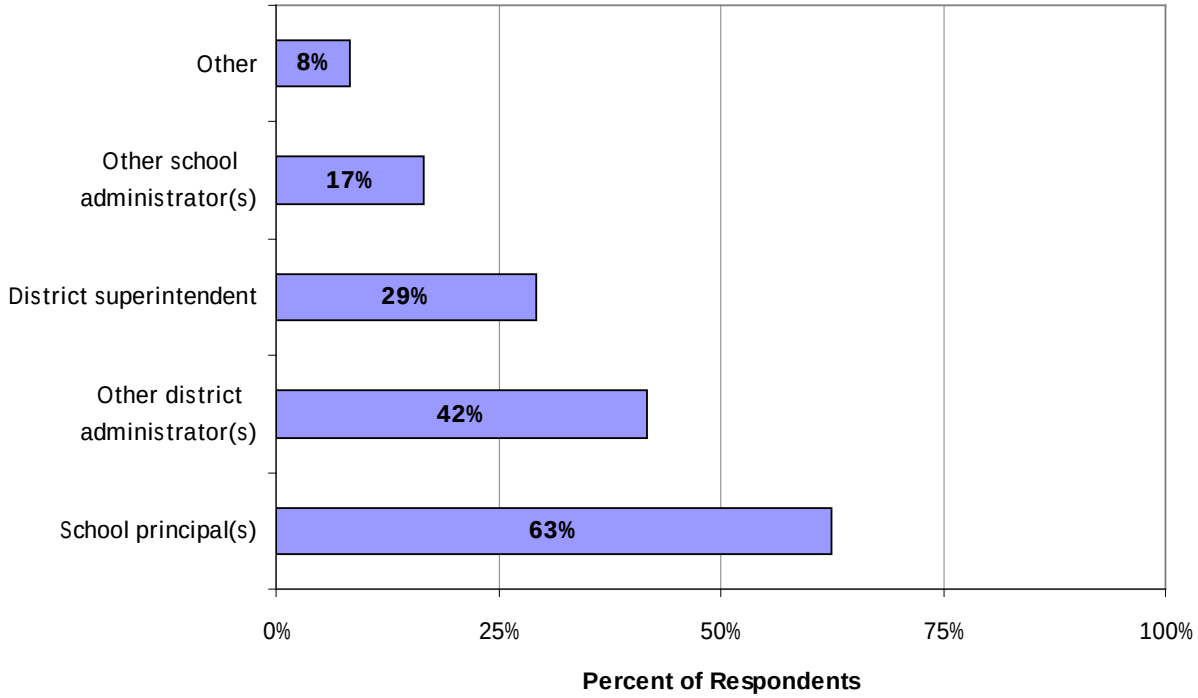
Teachers made up the majority of respondents, as seen in Table C-1 below. While parents of students also served in other capacities (such as administrators), there were few of these cases. Most commonly (13%) these parents were also non-arts teachers. A variety of administrative positions responded to the survey, primarily principals. Please also see Figure C-1.

Table C-1. Survey respondents

	Number of respondents	Percent of all respondents
Arts teacher	430	10%
Non-arts teacher	3007	69%
Arts coordinator	24	1%
Administrator	295	7%
Parent or guardian of student(s)	616	14%
TOTAL	4,372	100%

Source: the Improve Group

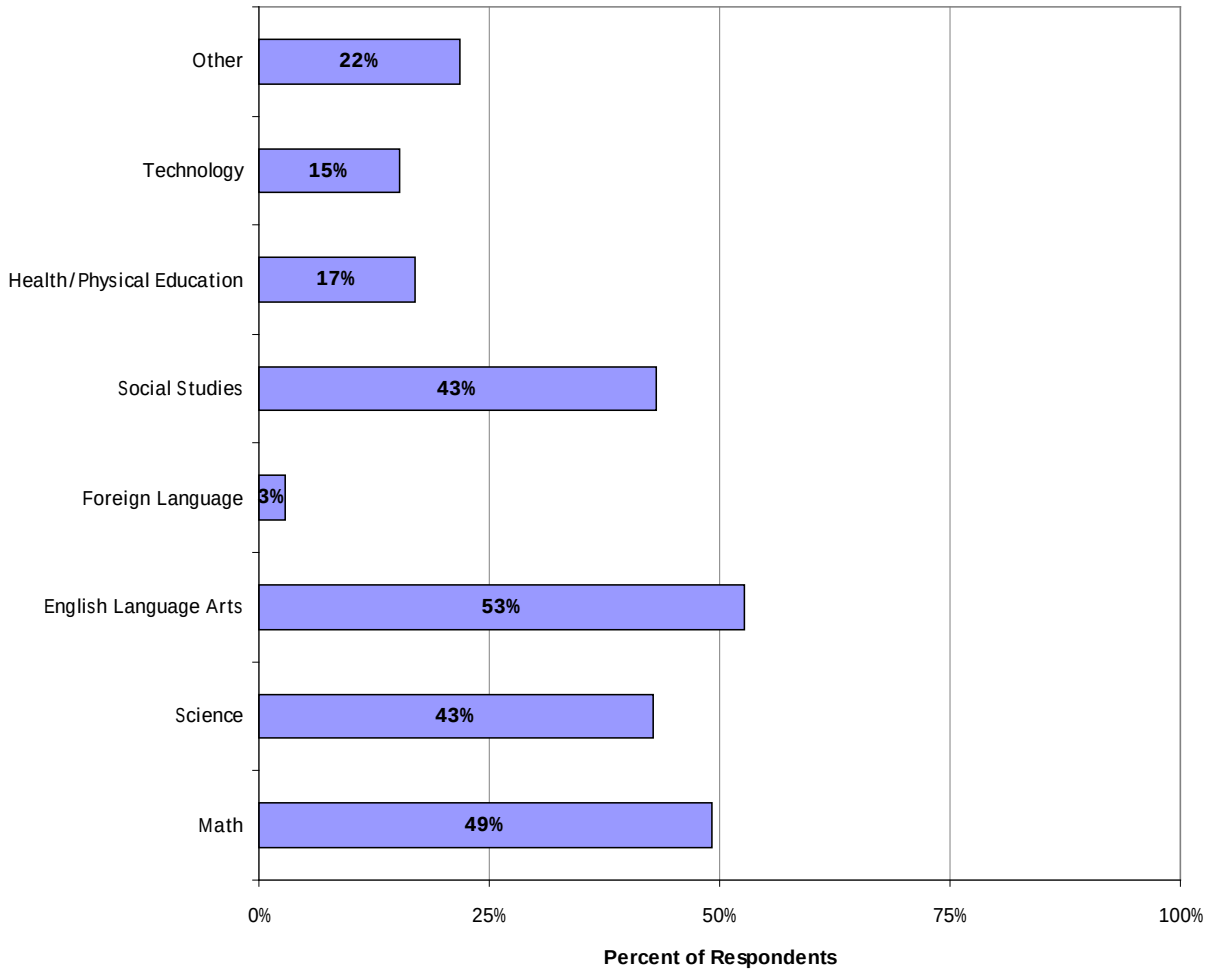
Figure C-1. Administration positions represented by respondents



Source: the Improve Group

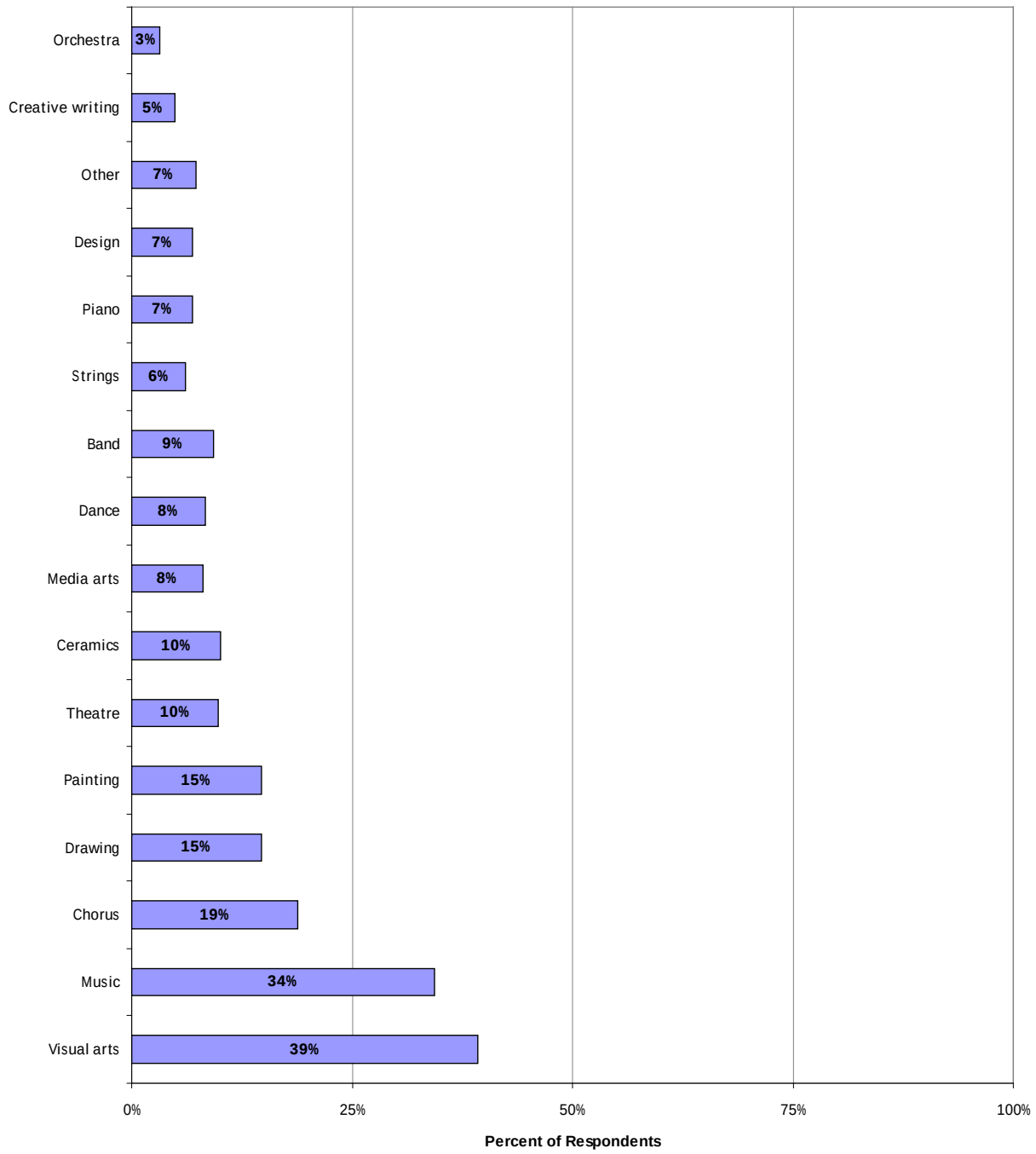
Thirteen percent of teachers respondents are arts educators, while 87% are not arts teachers (most of the remaining teacher respondents wrote in that they teach other non-arts subjects). Non-arts teachers responding to the survey mostly teach other "core" subject areas such as social studies, English language arts, science or math, as seen in Figure C-2. Figure C-3 shows the diversity of arts subjects taught by arts teacher respondents, though visual arts are most strongly represented. Arts teachers also explained on the survey what "design" or "other" arts classes they taught. Forms of design that are taught in the schools and districts surveyed include: two and three dimensional design, advertisement design, architectural design and graphic design. Other arts classes that are taught by the arts teachers surveyed include: a variety of different musical instruments, art history, arts appreciation, basket weaving, ceramics, metals and jewelry design, sculpture, photography, printmaking, set and prop creation, and video production.

Figure C-2. Subject areas taught by non-arts teacher respondents



Source: the Improve Group

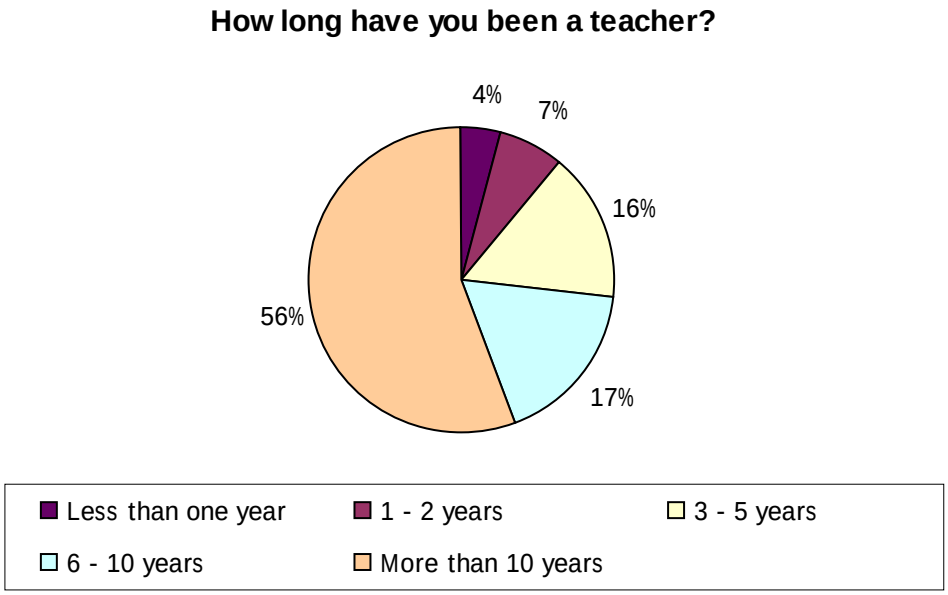
Figure C-3. Subject areas taught by arts teacher respondents



Source: the Improve Group

Staff respondents had been in their position at the school or district for an average of 14 years, and the majority has been teaching for at least 6 years (see Figure C-4 below). Also, as seen in Table C-2 below, the majority of teachers responding teach elementary grades.

Figure C-4. Length of time respondents have been teaching



Source: the Improve Group

Table C-2. Grade Levels Taught by Respondents

Grade Level Taught	Percent of Respondents
Pre-Kindergarten	10%
K-3	46%
4-5	28%
6-8	19%
9-12	28%

Source: the Improve Group

Appendix D: Selected Comments from Parent Survey Respondents on Arts Programs in their Child's School

- I believe the arts program is extremely important to the education of our children. I was lucky enough to have my daughter experience [site name removed] and the difference in her education so far and the education of my 18 year old is like night and day. Her self esteem is unbelievable and I am constantly surprised by the knowledge she has retained in everything she learns. She can hold her own in conversations with children much older than she is and she will come up with tidbits of information that I never even knew existed. I can tell you names and dates, but she can tell you names, dates, how they lived, songs they sang, what they ate, or even styles of clothing. The arts program has made her inquisitive. When she is studying anything, she wants to come home and research every aspect of it. Some days she spends hours looking up information on a subject just because she wants to know. In my opinion, this need to know the whole subject makes her retain the information. I have heard rumors of Arts programs being cut, and I am very disappointed. I believe every child in the country should have the opportunity to expand their minds, and secure a better chance for their future.
- I credit the arts program with broadening my child's views of other people and their cultures. She is accepting of people, supportive of everyone, and I can see that she has a great deal of confidence from participating regularly in performance arts in front of her class and school. She seems to have ample confidence to step out and try new activities and is curious about many things. Getting to participate in a variety of arts has helped her find something she is good at doing, creative writing, drawing, dance, and given her a chance to learn about the creative process. She has received many rewards and has gained an incredibly open lens in which to view the world and continue in her education.
- My son has gone from a child that only participated because I told him that he had to, to a child that comes home with sheets for me to sign because he wants to try out for

something like a play, chorus or Mock Trial. Since he has been participating more in the Arts he has actually brought his grades up and I don't have to look over his shoulder asking him if his homework is done. He has gone from a child that sits in the corner not doing anything to a child who has the confidence to stand up in front of a crowd and perform as an actor or a musician. For me, the arts are proof that a good mixture of regular classes and the arts classes make things more interesting and fun and in a lot of cases easier to learn a subject. Last year as a substitute teacher I got to sit in on a math class whose guest was a musician. This musician showed by playing different instruments how music and math are linked. It was AWESOME!

- The arts infused model appears to be a less boring, more hands on curriculum which keeps the children engaged and makes them like school. If that interest could be maintained, particularly through the middle school level, our high school drop out rate would probably decrease dramatically. The more lively and interesting the teacher and the curriculum, the more success at educating the child. The arts keep education interesting to children because they touch and develop all the senses.
- The arts program in my children's school is responsible for reducing or tearing down many social barriers such as racism and elitism, and creates new learning opportunities for all students across the board. The kids who don't learn well from books can learn from arts activities, and the kids who learn too well from books can stretch their minds further in new ways.
- While I do believe that art is important to a well-rounded education, I feel that it should never be at the cost of the core curriculum. I have concerns that my child's basic education is being overlooked because of the magnet program that is in place. I am also strongly opposed to any sort of letter grading in any of the fine arts. Poor grades resulting from a genuine lack of talent can be damaging to a developing self-esteem. Not every child is gifted in the arts, and I feel that the magnet program penalized children who might have excelled in other areas such if given the opportunity. Thank you for this chance to voice my opinion.
- The integration of arts into the standard school curriculum has helped my child understand math, science, and history concepts in a way that really works for her. This approach more effectively addresses the many different types of intelligence and

learning styles. My child is learning to see the connections across disciplines that are traditionally taught as separate ideas. Music revealed as a mathematical sequence, drama as an illustration of historical events, and the chemistry of pottery glaze all demonstrate that arts and science (both social and physical) cannot be separated. In an increasingly multi-cultural world tied together by technology, the ability to synthesize ideas with an arts perspective is a critical skill.

- We are thrilled that our son has the opportunity to experience and learn from the wonderful arts programs and teachers at [site name removed]. My son has a mild form of autism, and yet is happy and thriving in school, and we believe that is largely due to the influence of the arts!

EIA Program Report for Fiscal Year 2015-16

Coversheet			
EIA-Funded Program Name	Charter Per Pupil Funding	**Address**	SC Public Charter School District 3710 Landmark Drive, Suite 201 Columbia, SC 29204

2015-16 EIA Appropriation	$ 68,131,619	**2014-15 EIA Appropriation (if program funded last year)**	$ 56,253,692

Program Contact	Tasha Robinson	**Organization**	SC Public Charter School District
Contact Title	Director of Finance	**Address**	3710 Landmark Drive, Suite 201, Columbia SC 29204
Contact Phone	(803) 734-8017	**Contact E-Mail**	trobinson@sccharter.org

Description of Program:

These funds are appropriated to lessen the funding gap between SCPCSD charter schools and public schools in other districts as the District has no taxable local base.

1. Program History

Please mark the appropriate response. Choose one.

This program:

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

2. A. Relevant State Law

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

Code of Laws:

59-29-170, Part IB section 1A H63-Dept of Education - EIA

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

IA.69

Regulation(s):

n/a

B. Other Governing Guidelines

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

_____ Yes x No

If yes, please describe:

Program Description

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

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

3. Goals

What are the primary goals of the program?

Goals	
1	These funds are appropriated to lessen the funding gap between SCPCSD charter schools and public schools in other districts as the District has no taxable local base.
2	
3	
4	
5	

4. Strategies

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

Fiscal Year 2014-15		
	Strategy	**Progress** (completed, in progress, not begun)
1	Require schools to submit enrollment projections.	Complete
2		
3		
4		
5		

Fiscal Year 2015-16		
	Strategy	**Progress** (completed, in progress, not begun)
1	Require schools to submit enrollment projections based on trend data, providing justification when the projection exceeds what would be reasonably inferred by past performance.	Complete
2	Hold schools accountable to student enrollment within 15% of what is approved in their charter or most recent charter amendment.	In progress
3		
4		
5		

5. Indicators

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

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

Fiscal Year 2014-15		
	Indicator	**Progress** (completed, in progress, not begun)
1	Not applicable	
2		
3		
4		
5		
6		

Fiscal Year 2015-16		
	Indicator	**Progress** (Intended Benchmarks)
1	Not applicable	
2		
3		
4		
5		
6		
7		
8		

6. Outcomes

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

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

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

Past Outcomes Fiscal Year 2014-2015		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	31 schools serving a student population of nearly 17,000 youths.	Each school concentrates on a specific learning style or initiative to ensure students are college and career ready.
2		
3		
4		
5		
6		

Current and Future Outcomes Fiscal Year 2015-16 and beyond		**How Does the Outcome Contribute to the Profile of a SC Graduate?**
1	32 Schools serving a student population of 18,500+ youths.	Each school concentrates on a specific learning style or initiative to ensure students are college and career ready.
2		
3		
6		
7		
8		

7. Program Evaluation

A. Outcomes

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

Once the data becomes available, the SCPCSD will compare ACT Aspire scores between SCPCSD schools and their geographic district to determine whether or not the school has outcomes better than that of the home district.

B. Implementation

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

Not applicable—these are pass-through funds to charter schools.

C. External Evaluation

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

x Yes _____ No

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

Each charter school is required to have an annual audit performed by an independent audit firm. Results and recommendations vary by school. As of now, the last audit performed was for FY14. The schools are in the process of completing the FY15 audits.

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

Attached are the FY14 audits for the charter schools and district office.

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

The SCPCSD cannot operate with fewer funds as we continue to grow in student The SCPCSD would have to freeze enrollment, which would mean less students served and less positions available for teachers. Depending on the grade levels served and continued enrollment, some of the District's schools would not be able to continue its operations.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

We have no proviso requests at this time, other than that the SCPCSD receive the funding it needs for growth of charter schools in the state, which has been the norm each year.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriation	56,253,692	68,131,619
General Funds		
Lottery Revenues		
Fees		
Other		
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	4,247,315	
TOTAL:	60,501,007	68,131,619

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	57,336,373	66,768,987
Other: Transfers		
2% District (Administrative)	1,170,130	1,362,632
Balance Remaining	1,994,504	
TOTAL:	60,501,007	68,131,619
# FTES:	1,305.80	1,500

11. Future EIA Funding Requests

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

_____ The same as appropriated in the current fiscal year's appropriation

x An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

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

$ 81,118,747

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

The SCPCSD has both new schools opening and existing schools increasing capacity. The increase will allow the District to keep operating at the level that currently exists.

School Directory

School Name	Location	Grades	Innovation
Bridges Preparatory School	Beaufort	K-7	Paideia method, STEM
Calhoun Falls Charter School	Calhoun Falls	6-12	Community school
Cape Romain Environmental Education Charter School	McClellanville	K4-7	Place-based environmental education
Coastal Leadership Academy	Myrtle Beach	9-12	Project-based learning
Cyber Academy of SC	Virtual	K-10	Virtual K-12 Curriculum
East Point Academy	W. Columbia	3K-5	Mandarin language immersion
Fox Creek High School	N. Augusta	9-12	Teacher mentors, Senior thesis
Garden City Preparatory Academy	Orangeburg	6	Single-gender
Gray Collegiate Academy	W. Columbia	9-12	Dual-credit
GREEN Charter School	Greenville	K-7	STEM, Renewable energy
High Point Academy Spartanburg	Spartanburg	K-9	STEAM
Imagine Columbia Leadership Academy	Columbia	K-6	MicroSociety Program
Lead Academy	Greenville	5-8	Extended day, real-world curriculum
Lowcountry Leadership Charter School	Hollywood	K-9	Project-based learning
Lowcountry Montessori School	Beaufort	K-9	Authentic Montessori program
Midlands Middle College	W. Columbia	11-12	Dual-credit
Midlands STEM Institute	Winnsboro	K-5	STEM
NEXT High School	Greenville	9-10	Project-based learning
Palmetto Scholars Academy	N. Charleston	6-12	Integrated curriculum model
Pee Dee Math, Science & Technology Academy	Bishopville	K-5	STEM, extended day
Provost Academy SC	Virtual	9-12	Modular curriculum, virtual
Quest Leadership Academy	Greenville	K4-2	“Leader in me,” extended day
Riverwalk Academy	Rock Hill	K-5	Project-based learning, technology
Royal Live Oaks Academy	Hardeeville	K-10	Project based learning
SC Calvert Academy	Virtual	K-8	Calvert curriculum, technology
SC Connections Academy	Virtual	K-12	Virtual
SC Science Academy	Columbia	6-9	Blended learning
SC Virtual Charter School	Virtual	K-12	Virtual
SC Whitmore School	Virtual	9-12	Virtual, extended year
Spartanburg Preparatory ... School	Spartanburg	K-8	Single-gender, PBS, character education
York Preparatory Academy	Rock Hill	K-12	Project-based learning, dual-credit
Youth Leadership Academy	Pickens	6-8	STEM, leadership, Health
2016-17 New Schools			
Honor Academy	Lexington	6	Single gender, Project-based learning
Tall Pines STEM Academy	Aiken	6	STEM, leadership, health

SOUTH CAROLINA
PUBLIC CHARTER SCHOOL DISTRICT

Legislative Briefing

South Carolina Public Charter School District

803-734-8322 ● www.sccharter.org ● facebook.com/SCPCSD ● twitter.com/scpcsd

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Linzie Staley, Vice Chair
Kathleen Bounds, Secretary
Betty Bagley
Reese Boyd, III
Anne Bull
Laban Chappell
Dr. Ron Epps
John Payne

District Team

Dr. Wayne Brazell, Superintendent
Dr. Robert Compton, Assistant Superintendent
Dana Reed, Assistant Superintendent
Nichole Adams (Field Staff)
Laura Bayne
Ciera Roper Bing
Rebecca Davis
Janise Dove
Zenobia Ealy
Dr. Jean Epps (PT)
Teresa Etheredge
Paula Gray
William James
Courtney Mills
Emily Paul (Field Staff)
Tasha Robinson
Vamshi Rudrapati
Robert Rykard
Mary Scott (Field Staff)
Julie Shippy
Kendall Stewart
Catherine Watt

Superintendent Message

Wayne Brazell, Superintendent

As my retirement in December 2015 draws closer, I’ve had the opportunity to reflect on the gains the district has made since its inception. The District started with five schools serving less than 2,000 students and has grown to a district of 31 schools serving nearly 17,000 students. In just seven years of operation, that is truly remarkable growth.

The success of the district would not have been possible without the support of the legislature. The funding level with which the district began was simply not survivable. Now, after much work by the House and Senate, the District has the resources to operate efficiently.

We are seeing some very creative brick-and-mortar charter school concepts pop up throughout the state, such as Montessori, STEM, project-based learning, language immersion, and dual credit schools. I would have never guessed that the parents of South Carolina would have embraced virtual education in such large numbers, yet half of District students are in these programs. I am proud to have been a part of providing these new, unique and innovative education choices. It has been a tremendously positive experience to end my formal educational career with such a new concept for South Carolina

FY 2015-16 Budget Request

The district requests an allocation of **$68,131,619**, which covers only the projected growth of schools and students served in the District.

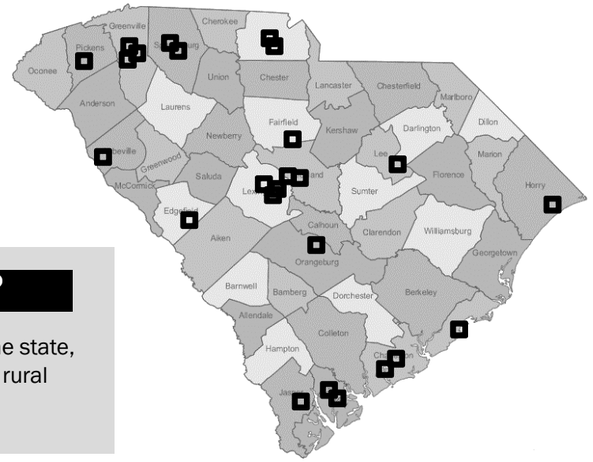
Mission Statement

The South Carolina Public Charter School District’s mission is to improve learning and increase learning opportunities in South Carolina through the creation of innovative, high quality charter schools. Ultimately, the District strives to assist South Carolina in achieving academic excellence.

Facts and FAQs

How many schools are in the District?

The SCPCSD currently has 31 schools with four new schools approved to open in 2015-16



Where are your schools located?

SCPCSD schools can be found in most areas of the state, from urban areas like Greenville and Columbia to rural areas like Hardeeville and Calhoun Falls.

POVERTY

43% of students served by District schools qualify for free or reduced lunch. Of the District's schools, 15 of 31 qualify for Title I funds.

ENGLISH LANGUAGE LEARNERS

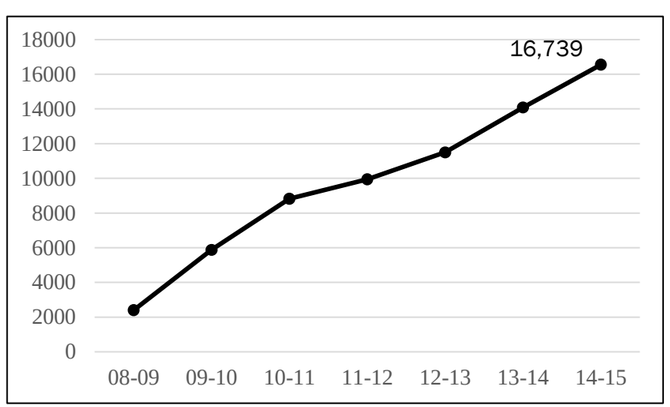
The District currently serves 534 ELL students.

SPECIAL EDUCATION

10 % of the District's population receives special education services. All of the schools offer services, and 12/13 IDEA disability categories are currently represented.

Access this handout electronically by scanning the QR code below.

School Enrollment



The Big Picture

FUNDING

Prior to FY 14-15, SCPCSD's proviso funding was an EFA line item. For this fiscal year, the proviso was moved to EIA. Since EIA payments start a month later than EFA payments, District schools may be without a substantial amount of money for that month if the Department of Revenue isn't able to release funds early.

Charter Schools receive no dedicated funds for facilities or transportation.

South Carolina has no funding formula for charter schools, which has discouraged high-quality groups established in other states from opening schools here.

Local money does not follow a child if he or she enrolls in an SCPCSD school.

NEW SCHOOLS

When considering an application from a planning committee, the Board of Directors considers feedback from both the District staff and an outside reader.

Both the South Carolina Department of Education and the South Carolina Alliance for Public Charter Schools partner with the district for professional development opportunities for applicants.

Schools must have a facility in place no later than January 15th to be allowed to open in the Fall.

The biggest reasons new schools fail are concentrated in two major areas: finance and facilities.

ACCOUNTABILITY

The District Board voted to close two of the District's schools in March 2014. One of the schools is still fighting that decision in court.

The District's ESEA rating is a 79.1 (C), up from the previous year's rating of a 75.5 (C). The District's report card for the last two years has been "At Risk." The main factor for the rating is the graduation rate of the virtual high schools.

The District has also implemented a performance framework (developed in collaboration with school leaders) to ensure that all schools have sound operational, academic, and fiscal practices.

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LEGISLATIVE

Accreditation in South Carolina is basically a checklist measuring regulatory compliance. Since charter schools are exempt from many of these regulations, the schools cannot go through the accreditation process. However, colleges and employers often require proof that a high school diploma is from an accredited high school. We are pursuing a change to the law that would allow charter schools to be considered accredited.

For groups wishing to apply for charters from an authorizer, there is now no annual application deadline. However, all applications must be heard by the board within 90 days of submission. If board meetings are held monthly, this means that half of the meetings have to be dedicated to new applications. We are pursuing a change to the law to limit groups to submitting one application per academic year.

Coversheet			
EIA-Funded Program Name	**South Carolina First Steps to School Readiness**	**Address**	**1300 Sumter Street Columbia SC 29201**

2015-16 EIA Appropriation	**$29,135,608**	**2014-15 EIA Appropriation (if program funded last year)**	$26,200,685 EOC ($ 105,000) **$26,095,685**

Program Contact	**Dr. Dan Wuori**	**Organization**	**SC First Steps to School Readiness**
Contact Title	**Deputy Director**	**Address**	**1300 Sumter Street Columbia, SC 29201**
Contact Phone	**803-734-0100**	**Contact E-Mail**	**dwuori@scfirststeps.org**

Description of Program:

There is established the South Carolina First Steps to School Readiness, a comprehensive, results-oriented initiative for improving early childhood development by providing, through local partnerships, public and private funds, and support for high-quality early childhood development and education services for children by providing support for their families' efforts toward enabling their children to reach school ready to succeed. – 59-152-10

The purpose of the First Steps initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families. First Steps funds must not be used to supplant or replace any other funds being spent on services but must be used to expand, extend, improve, or increase access to services or to enable a community to begin to offer new or previously unavailable services in their community. -- SECTION 59-152-20.

1. Program History

Please mark the appropriate response. Choose one.

This program:

_____	was an original initiative of the Education Improvement Act of 1984
_____	was created or implemented as part of the Education Accountability Act of 1998, as amended through 2014
_____	has been operational for less than five years
_____	was funded last fiscal year by general or other state funds
_____	is a new program implemented for the first time with EIA revenues
_____	is receiving EIA funds for the first time in 2015-16
X	Other (please describe): **SC First Steps to School Readiness (Title 59, Chapter 152) was established in 1999. The agency is funded through a combination of General, EIA, Federal and private funds.**

2. A. Relevant State Law

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

Code of Laws:

Title 59, Chapter 152 – South Carolina First Steps to School Readiness

Title 59, Chapter 155 – South Carolina Read to Succeed Act

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

1.66, 1.84, 1.92, 1.96, 1A.31, 1A.66, 1A.68, 1A.77, 1A.80, 117.99

Regulation(s): **Federal early intervention regulations under IDEA, Part C.**

B. Other Governing Guidelines

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

X Yes _____ No

If yes, please describe: **The First Steps Board of Trustees promulgates Partnership Program and Accountability Standards annually. These guidelines contractually govern the operations of local First Steps partnerships.**

Program Description

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

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

3. Goals

What are the primary goals of the program?

The goals for South Carolina First Steps to School Readiness are to:
(1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children;
(2) increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems;
(3) promote high-quality preschool programs that provide a healthy environment that will promote normal growth and development;
(4) provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to succeed; and
(5) mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed (Section 59-152-30)

4. Strategies

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

South Carolina First Steps to School Readiness (SCFS) is the state's comprehensive, public-private early childhood initiative. In addition to serving community needs via a network of independent, non-profit grantee organizations (First Steps' 46 local partnerships), SCFS is home to South Carolina's Early Childhood Advisory Council, administers the state's 4-year-old prekindergarten program in nearly 200 private preschool settings, and serves as the state's lead/sponsor agency for Nurse-Family Partnership, Parents as Teachers, and Part C of the Individuals with Disabilities Education Act (BabyNet).

Because of the diverse array of programming offered by First Steps at the state and local levels, a comprehensive listing of the initiative's program activities is challenging to provide in this format. Broadly speaking, however, First Steps categorizes its work in six categories:

- **Healthy Start**
- **Family Strengthening**
- **Early Intervention**
- **Quality Child Care**
- **Early Education, and**
- **School Transition.**

A brief description of each area is included below.

<u>HEALTHY START</u>: First Steps recognizes the importance of a healthy start in maximizing both school readiness and the long-term well-being of the state's children. The initiative partners with families, the medical community and other stakeholders to leverage resources for – and increase awareness of – the healthcare, nutrition and early developmental needs of the state's young children. Through healthy start programs, First Steps seeks to:

- **Improve the health, growth, and development of young children so they enter school physically and mentally prepared to succeed;**
- **Integrate medical provider, school readiness and early literacy services**

- **Leverage federal resources for targeted families with young children at greatest risk for school failure, expanding medical anticipatory guidance to parents with special needs and other at-risk children.**

First Steps is the state's sponsor agency for Nurse-Family Partnership (NFP), an evidence-based home visitation program connecting first-time, low-income mothers with registered nurses beginning in pregnancy.

STRENGTHENING FAMILIES: First Steps works to increase parents' ability to stimulate their child's intellectual, social and physical development through the provision of evidence-based home visitation programs. First Steps is the state sponsor agency for Parents and Teachers, the state's largest evidence-based home visitation program. Its partnerships also help to underwrite additional models, including Parent-Child Home-Program and Early Steps to School Success.

EARLY INTERVENTION: BabyNet is South Carolina's interagency early intervention system for infants and toddlers under three years of age with developmental delays, or who have conditions associated with developmental delays. BabyNet matches the special needs of infants and toddlers who have developmental delays with the professional resources available within the community. Services are provided in everyday routines, activities and places relevant to the life of the family. BabyNet is funded and regulated through the federal Individuals with Disabilities Education Act.

QUALITY CHILD CARE: First Steps recognizes quality child care as a research-based determinant of school readiness. As such, First Steps collaborates with parents, the child care community and its agency and community partners to maximize child care quality throughout the state. Particular emphasis is placed on assisting parents in their efforts to identify those settings most likely to maximize developmental outcomes, and assisting providers in their own efforts to maximize the learning environments they provide for young children. Through child care quality programs, First Steps seeks to:

- **Increase availability of quality child care choices for parents, as measured by increasing numbers of child care providers operating at higher levels of quality;**
- **Increase the number of child care vouchers available to S.C. families for high-quality child care;**
- **Increase school readiness focus in child care settings;**
- **Increase the leverage of federal and private resources to serve the state's most at-risk children;**
- **Increase the number of child care workers achieving progress toward early education certification and continued professional development;**
- **Improve the quality of the physical and learning environments in child care settings of all types; and**
- **Expand public-private partnerships in 4K.**

Research shows that high-quality child care and early education can boost children's learning and social skills when they enter school. First Steps strategies for Child Care include:

Quality Enhancement – First Steps assists child care providers to improve program quality by funding targeted upgrades to meet DSS licensing or ABC-enhanced requirements, and to further enhance learning environments for young children.

Staff Training and Development – First Steps provides staff development and mentoring to assist providers in meeting DSS training requirements, increasing the knowledge of child care workers and improving the quality of programs offered in participating child care facilities.

Child Care Scholarships – First Steps provides scholarships to high quality child care programs for eligible families and their children and increases the number of child care slots in South Carolina.

<u>EARLY EDUCATION:</u> First Steps leverages state, local and private resources to increase the quality of, and number of children participating in, high-quality pre-kindergarten programs in both the public and private sectors. Particular emphasis is placed on fidelity to research-based instructional models and targeting of students at-risk of early school failure. Through early education programs, First Steps seeks to:

- **Increase first grade readiness and pre-literacy skills of children through quality early education intervention**
- **Increase ongoing 4K documentation, reporting and evaluation of results;**
- **Increase the number of at-risk children served in quality 4K environments, public and private;**
- **Increase the qualifications, professional development and access to training for personnel teaching public and private 4K programs;**
- **Reduce the number of at-risk 4-year-olds on waiting lists;**
- **Increase the evaluation and impact analysis of federal early education spending (Head Start, Early Head Start, Title I monies) in quality early education strategies at district levels;**
- **Increase parent involvement strategies in 4K and 5K to impact involvement in K-12; and**
- **Increase documentation and analysis of the state's school readiness progress.**

First Steps' efforts to improve early education opportunities for young children in South Carolina include:

First Steps 4-year-old Kindergarten – As a co-administrator of the state's Child Development Education Pilot Program, First Steps is now enrolling both eligible children and private preschool providers in 61 South Carolina school districts.

Partnership Pre-K Expansion – Through its network of local partnerships, First Steps also works to expand high-quality preschool access in communities statewide. In some cases First Steps assists school districts to expand Pre-K offerings or to expand half-day programs to full-day. In other communities, partnerships work with private and non-profit partners to expand and improve preschool offerings in non-district settings.

Early Head Start – The First Steps Partnerships in Richland and Spartanburg Counties are federal Early Head Start grantees. Early Head Start is an evidence-based model designed to provide early, continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families, and pregnant women and their families.

<u>SCHOOL TRANSITION:</u> Developed by South Carolina First Steps – and identified as a promising state practice by the National Governor's Association in 2005 – Countdown to Kindergarten is a home visitation program pairing the families of high-risk rising kindergartners with their future teachers during the summer before school entry. Teachers complete six visits with each family, centered upon classroom and content expectations.

Countdown to Kindergarten is designed to:

- **Establish lasting home-school bonds rooted in trust and mutual respect;**
- **Enable parents and teachers to reach common understandings of both familial and classroom expectations for the coming school year; and**
- **Establish strong student-teacher relationships that will facilitate the home-school transition and enhance classroom learning.**

5. Indicators

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

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

A sampling of key indicators for FY15 includes:

- **2,280 children served in First Steps 4K within 151 private provider settings.**
- **99%+ assessed within first 45 days of school using the mClass Circle early literacy assessment, followed by mid-year and end of year assessments throughout the First Steps 4K program.**
- **300+ 4K teachers and directors trained in Creative Curriculum, Conscious Discipline (social emotional curriculum) and early literacy strategies.**
- **19,710 Parents as Teachers home visits to 1,094 families with 1,280 at-risk children. 1,879 Ages and Stages developmental screenings completed and 80.54% of families retained as participants for a period of 9 months or more.**
- **During the summer of 2015, 1,177 children from 24 counties received an estimated 7,062 Countdown to Kindergarten home visits at an estimated cost of $311 per child.**
- **9,455 total children served by BabyNet, with 9,455 BabyNet client referrals processed and 4,144 children found newly eligible during FY15.**
- **134 child care centers serving 5,680 high-risk children received 2,325 technical assistance site visits.**
- **531 high-risk children provided with scholarships to access quality child care.**

6. Outcomes

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

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

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

	Past Outcomes Fiscal Year 2014-2015	How Does the Outcome Contribute to the Profile of a SC Graduate?
1	**Adults participating in the Parents as Teachers home visitation program demonstrated an average pre/post gain of .55 (on a five point scale) on the Keys to Interactive Parenting Scale, a standardized measure of positive parenting behaviors.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Positive, interactive parenting is key to the healthy and optimal development of these characteristics.**
2	**Adults participating in the Parents as Teachers home visitation program demonstrated an average pre/post gain of .44 (on a thee point scale) on the Adult-Child Interactive Reading Inventory, a standardized measure of interactive reading behaviors. Their children demonstrated an average gain of .52.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Early literacy development is key to future academic and life success.**
3	**Child care providers participating in First Steps' Quality Enhancement strategies demonstrated an average pre/post gain of .83 (on a seven point scale) on the Early Childhood Environment Rating Scale, an evidence-based measure of early childhood classroom quality.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Students enrolled in high quality early childhood settings have been linked to positive future outcomes.**
4	**88% of First Steps 4K teachers reported doing "more" or "much more" focused early literacy instruction as a result of training in and use of the Circle Early Literacy Assessment.**	**Each of the characteristics depicted on the Profile of the Ready Graduate finds its roots during the years of early childhood. Early literacy development is key to future academic and life success.**

First Steps anticipates similarly strong future outcomes from these critical programs.

7. Program Evaluation

A. Outcomes

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

Each prevalent First Steps funded program is subject to both short- and long-term outcome evaluations using common statewide measure. These measures include the Keys to Interactive Parenting Scale, the Adult-Child Interactive Reading Inventory, the Early Childhood Environment Rating Scales and Teaching Strategies GOLD.

B. Implementation

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

First Steps funded programs (via local partnerships) are contractually governed by detailed fidelity standards established and reviewed annually by the First Steps Board of Trustees. Compliance is monitored annually through a detailed grant renewal process that includes external review of partnership data, vetting by the Board and the assignment of either full or conditional approval for the coming year. Partnership strategies designated for conditional approval are subject to additional monitoring and technical assistance.

First Steps 4K classrooms are monitored by a regional staff of program coordinators who make announced and unannounced visits to each provider at least twice monthly.

The compliance of the interagency BabyNet system is monitored annually by the U.S. Department of Education.

C. External Evaluation

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

_____X_____ Yes _____ No

If yes, please describe. What was the date of the most recent evaluation? What were the findings and recommendations?
The most recent external evaluation of SC First Steps was published by Compass Evaluation and Research in January of 2015.

Below is a short executive summary of their report.

Compass Evaluation and Research of Durham, NC was contracted by the SC First Steps Board of Trustees pursuant to South Carolina Section 59-125-160 to "assess the extent to which First Steps has been successful in meeting its five legislative goals and articulate the relative 'value add' (or lack thereof) of SC's maintenance of a statewide early childhood coordination and service delivery structure." The evaluation team finds that:

1. **First Steps' public-private structure and model of shared governance generate a high degree of value-added at both the state and local levels.**

   Compass cites multiple examples of value-added by the First Steps initiative, including:
   - Systems efficiencies such as non-duplication of services,
   - Leveraging of available resources to support community needs, and
   - Benefits that **accrue** to multiple family members.

2. **First Steps is finding and serving the state's most high-need clients.**

   Echoing previous evaluations, Compass notes First Steps' **considerable success "in finding and serving the state's most high-risk children and families**, with evidence suggesting a large percentage of current clients possess two or more readiness risk factors."

3. **First Steps is meeting legislated goals.**

   First Steps is investing "in multiple **efficient and evidence-based strategies** for ensuring children have reduced risk for major physical, developmental, and learning problems and can enter school healthy and ready to succeed. For example, children's pre-literacy skills are being addressed through family strengthening programs and available **data suggest progress in child and family outcomes**."

4. **First Steps has a statewide fiscal and programmatic accountability structure in place to guide and provide oversight to local partnerships. This structure supports the translation of state-level priorities into practice.**

   Evaluators note that "First Steps has developed and implements processes to track expenditures and to regularly communicate with local partnerships regarding their expenditures, to ensure fiscal accountability, full expenditure of funds, and important internal control measures." In regards to program implementation, **"**the team **commends First Steps on the development and use of Program Accountability Standards**," which they find to be "comprehensive and aligned with best practices."

5. **At the state and local levels, First Steps serves as the "battery" powering many of the state's key early childhood conversations and practices.**

   Discussing the initiative's collaborative, state and local, public and private structure, Compass notes that "First Steps often and in many ways reaches beyond a circle of agencies and administrators to **engage local community stakeholders such as parents, educators, and the Community of Faith in investing in early childhood**, with investments occurring on the family, caregiver, and neighborhood level. It is these investments that often make the difference for at-risk and high-need children, as these children often require attention and support from multiple sources."

The evaluators recommend that First Steps:

1. **Review and refine its evaluation design to align with new evaluative and accountability requirements.**

   Given updated statutory requirements, "the nature of this recommendation is to ensure a comprehensive system of evaluation exists, with associated opportunities

for technical assistance, training, and data quality reviews. These opportunities also can be used to expand or enhance existing monitoring efforts, to **ensure high quality and verified data are available for evaluation and accountability** purposes."

2. **Consider discussions and strategies for ongoing systems development**. "The data collected in this evaluation might allow state and local partnerships to engage in deeper conversation regarding what it means to have an early childhood system, how such a system might be conceptualized, and the different benefits that may result from continuing strengthening and development of the system."

The full report can be accessed at:

http://scfirststeps.org/compass-evaluation-and-research-report

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

Program Planning and Fiscal Information

8. Potential EIA Reductions

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

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

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

Because the bulk of First Steps statewide funding is distributed to local partnerships in the form of formula-driven grants, the identification of specific hypothetical cuts would be determined by local boards with the advice and consent of the First Steps Board of Trustees. It is fair to say, however, that cuts of 5% and/or 10% would result in statewide service losses in each of the categories described above.

Any cut to the state's BabyNet appropriation would put South Carolina out of compliance with IDEA's maintenance of effort requirements and could trigger sanctions from the federal government and/or a change in eligibility for BabyNet services.

Reductions in 4K funding would impair First Steps ability to ensure the provision of 4K in the private sector and would result in service to fewer children.

9. Current Program Budget

A. Budget Summary: Complete the budget table(s) below for Fiscal Year 2014-15 and/or 2015-16. If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

10. Recommendations (SDE Administered-Programs DO NOT Complete Question 10-11)

Are there regulatory or statutory changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If

yes, please explain.

Are there proviso changes that you would recommend to the Education Oversight Committee that would assist this program/organization in meeting its objectives? If yes, please explain.

First Steps submits proviso requests to the Governor and General Assembly annually. We do not recommend any additional proviso or statutory changes to the EOC at this time.

Funding Sources	2014-15 Actual	2015-16 Estimated
EIA Appropriations	$ 26,200,685	$ 29,135,608
General Funds *(recurring)*	$ 6,518,480	$ 6,518,480
General Funds *(non-recurring)*	$ 1,328,100	
Lottery Revenue	$ 124,569	
Fees		
Other		
Transfer to E.O.C.	$ (105,000)	$ (2,000,000)
Transfer to SC Dept. of Education		$ (7,181,503)
Mid-Year Reduction		
Transfer to the Program from Another Source		
Matching Funds		
Carry Forward from Prior Year	$ 5,159,065	$ 11,510,241
TOTAL:	**$ 39,225,899**	**$ 37,982,826**

NOTE: SC First Steps retained $2,075,000 of State Level carry forward.

Expenditures	2014-15 Actual	2015-16 Estimated
Personal Services	$ 2,928,384	$ 4,100,000
Contractual Services	$ 2,018,283	$ 3,900,000
Supplies & Materials	$ 379,422	$ 450,000
Fixed Charges	$ 186,171	$ 200,800
Travel	$ 104,088	$ 250,000
Equipment	$ 5,966	$ 10,000
Employer Contributions	$ 961,691	$ 1,500,000
Allocations to Districts/Schools/Agencies/Entities	$ 21,131,653	$ 27,572,026
Other: Transfers		
Balance Remaining		
TOTAL:	**$ 27,715,658**	**$ 37,982,826**
# FTEs:	**87.5**	**87.5**

11. Future EIA Funding Requests

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

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

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

$ **3,958,215**

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

First Steps is seeking a combined increase of $3,958,215 as part of its Executive Budget request. The bulk of this funding has been requested to increase local partnerships base funding and to expand evidence-based home visitation services to high-risk children and families through this grassroots network. These additional funds are intended to ensure compliance with partnership requirements under Act 287 of 2014 and expand essential services.

CLEMSON
UNIVERSITY

October 5, 2015

Ms. Melanie Barton
Education Oversight Committee
P.O. Box 11867
Room 227 Blatt Building
Columbia, SC 29211

Dear Melanie,

Attached is the 2016-2017 EIA Fund Request for P200 Clemson University Public Service Activities. As always, Billy Keels and I appreciate your guidance in preparing the request. Please contact us if you have questions.

Sincerely,

Melissa Kelley

Melissa Kelley

Attachments

c William E. Keels

BUSINESS SERVICES FOR ECONOMIC DEVELOPMENT AND PUBLIC SERVICE ACTIVITIES
107 Barre Hall, Clemson SC 29634-0120
P 864-656-0386 F 864-656-0765 www.clemson.edu/public/

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: P200 Clemson University – Public Service Activities

AGENCY HEAD/SUPERINTENDENT: George Askew, Vice President for PSA

Address	130 Lehotsky Hall Clemson University Clemson, SC 29634-0112
Telephone	864-650-1466
FAX	864-656-3608
E-mail	gaskew@clemson.edu

FINANCE STAFF CONTACT: Melissa Kelley, CFO for PSA & Economic Development
Re: EIA Teacher Salary Supplement

Telephone	864-565-5273
FAX	865-656-3297
E-mail	melissk@clemson.edu

STATE BUDGET ANALYST: Kevin Etheridge
SC Executive Budget Office

Telephone	803-734-0647
FAX	803-734-0645
E-mail	kevin.etheridge@admin.sc.gov

PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this fiscal year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015: *See attached spreadsheet*	$889,758
(2) Increase requested for base Request for Additional or Fewer Funds in FY2015-16	$ 0
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$889,758

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

_____

_____

B. Of the FY 2015-16 Base/Adjusted Appropriation (A.3):

Total for Teachers:	$821,605.80
Total for Other Certified Staff:	$

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A. 5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

Assume average teacher salary of 1.0%

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule __% Step Increase Projected for FY 2016-17 _see detail__%

Resident School District:
Contact Person/Title:
Telephone:

C. Total
Total projected Salary Supplement (A+B) __see detail__%

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$_____see detail

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary: Calculations/Fringes:

$ Salary Increase
+ $ Fringes Increase
$ Total Increase

Please complete the following chart:

Total Number of Instructional Personnel Eligible for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	98		98
2015-16 (current)	98		98
2016-17 (projected)	102		102

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT _____
George Askew

DATE:

FINANCE/BUDGET STAFF _____
Melissa Kelley

DATE:

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653		
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758	$0.00	$889,758
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

Beverly A. H. Buscemi, Ph.D.
State Director
David A. Goodell
Associate State Director
Operations
Susan Kreh Beck
Associate State Director
Policy
Thomas P. Waring
Associate State Director
Administration

3440 Harden Street Ext (29203)
PO Box 4706, Columbia, South Carolina 29240
803/898-9600
Toll Free: 888/DSN-INFO
Website: www.ddsn.sc.gov

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William O. Danielson
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Fred Lynn
Vice Chairman
Eva R. Ravenel
Secretary
Mary Ellen Barnwell
Katherine W. Davis
Gary C. Lemel
Vicki A. Thompson

October 1, 2015

Ms. Melanie Barton
Executive Director
SC Education Oversight Committee
PO Box 11867
Columbia, SC 29211

Dear Ms. Barton:

Enclosed is the Department of Disabilities and Special Needs (DDSN) response to your letter regarding the annual program and budget review process for EIA funding.

I hope the information is helpful. If you have any questions or need additional information, please call.

Sincerely,

Tom Waring
Associate State Director
Administration

Enclosure(s)

DISTRICT I
P.O. Box 239
Clinton, SC 29325-5328
Phone: (864) 938-3497
Midlands Center - Phone: 803/935-7500
Whitten Center - Phone: 864/833-2733

DISTRICT II
9995 Miles Jamison Road
Summerville, SC 29485
Phone: 843/832-5576
Coastal Center - Phone: 843/873-5750
Pee Dee Center - Phone: 843/664-2600
Saleeby Center - Phone: 843/332-4104

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: Disabilities and Special Needs – J16

AGENCY HEAD/SUPERINTENDENT: Beverly A.H. Buscemi, Ph.D

Address PO Box 4706
Columbia, SC 29240

Telephone (803)-898-9769

FAX (803)-898-9656

E-mail BBuscemi@ddsn.sc.gov

FINANCE STAFF CONTACT: Tom Waring – Associate State Director, Administration
Re: EIA Teacher Salary Supplement

Telephone (803)-898-9792

FAX (803) – 898-9656

E-mail TWaring@ddsn.sc.gov

STATE BUDGET ANALYST Lewis Carter
SC Executive Budget Office

Telephone (803)-734-0638

FAX (803)-734-0465

E-mail Lewis.Carter@admin.sc.gov

PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015:	$613,653
(2) Increase requested for base Request for Additional or Fewer Funds in FY 2015-16	**$(65,000)**
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$548,653

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

DDSN has reduced the population at its regional centers in order to provide the least restrictive environment for individuals needing 24 hour care. With this reduction in population, fewer school age children reside in the institutions. DDSN does not anticipate any future increase in the number of school age children residing in the institutions. Through attrition, DDSN has been able to reduce specialized education instructional personnel which allows the agency to permanently reduce its base EIA allocation by $65,000.

B. **Of the FY 2015-16 Base/Adjusted Appropriation (A.3):**

Total for Teachers:	$155,937
Total for Other Certified Staff:	$392,716

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A.5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule % Step Increase Projected for FY 2016-17 ___%

Resident School District:
Contact Person/Title:
Telephone:

C. Total
Total projected Salary Supplement (A+B) 0 %

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$ 0

In the space provided below, provide the actual calculations used to arrive at the **total** EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of **21%**.

Calculations/Salary: Calculations/Fringes:

	$ 0	Salary Increase
+	$ 0	Fringes Increase
	$ 0	Total Increase

Please complete the following chart:

Total Number of Instructional Personnel Eligible for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	6	1	7
2015-16 (projected)	6	0	6
2016-17 (projected)	6	0	6

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Beverly A.H. Buscemi, Ph.D.

DATE: October 1, 2015

FINANCE/BUDGET STAFF

Tom Waring

DATE: October 1, 2015

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653	($65,000)	$548,653
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758		
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: SC Governor's School for the Arts and Humanities

AGENCY HEAD/SUPERINTENDENT: Dr. Cedric L. Adderley

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Greenville, SC 29601

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FINANCE STAFF CONTACT: John J. Warner
Re: EIA Teacher Salary Supplement

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STATE BUDGET ANALYST: Morgan O'Donnell
SC Executive Budget Office

Telephone: 803 734 2264

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PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this fiscal year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015: ***See attached spreadsheet***	$ 959,994
(2) Increase requested for base Request for Additional or Fewer Funds in FY2015-16	$ 138,025
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$ 1,098,019

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.
Greenville County school district increased teacher salaries by 3% for FY 2016. Resulting increase for SCGSAH was $138,025 (salary plus marginal fringe) for FY 2016 and ensuing years.

B. Of the FY 2015-16 Base/Adjusted Appropriation (A.3):

Total for Teachers:	$ 997,660
Total for Other Certified Staff:	$ 100,359

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.)

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A. 5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

Assume average teacher salary of 1.0%

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule __% Step Increase Projected for FY 2016-17 2.0%

Resident School District: Greenville County
Contact Person/Title:
Telephone:

C. Total
Total projected Salary Supplement (A+B) 3.0%

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$ 1,192,439

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Calculations/Salary:	Calculations/Fringes:		
		$	78,033
		+ $	16,387
		$	94,420

Please complete the following chart:

Total Number of Instructional Personnel Eligible for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	39	5	44
2015-16 (current)	39	5	44
2016-17 (projected)	39	5	44

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Dr. Cedric L. Adderley, President

DATE: October 1, 2015

FINANCE/BUDGET STAFF

John J. Warner, VP Finance and Admin

DATE: October 1, 2015

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653		
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758		
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

EIA FUND REQUEST TO THE
EDUCATION OVERSIGHT COMMITTEE
Teacher Salary Supplement – State Agencies and Special Schools

STATE AGENCY/SCHOOL: Governor's School for Science and Mathematics (GSSM)

AGENCY HEAD/SUPERINTENDENT: Dr. Murray Brockman, President

Address: S.C. Governor's School
401 Railroad Avenue
Hartsville, SC 29550

Telephone (843) – 858-1552

FAX (843) - 383-3903

E-mail Brockman@gssm.k12.sc.us

FINANCE STAFF CONTACT: Mr. Ernie Boyd
Re: EIA Teacher Salary Supplement

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STATE BUDGET ANALYST: Morgan O'Donnell
SC Executive Budget Office

Telephone (803) 734-2264

FAX

E-mail **Morgan**.ODonnell@admin.sc.gov

PART I
FY 2015-16

A. Calculation for Base Appropriation FY 2015-16

This section is to be used only to adjust the EIA base appropriation of this fiscal year by the amount of EIA funds you project to draw down during the current fiscal year. These two figures added together will constitute next fiscal year's beginning base appropriation. The salary increase for next fiscal year is to be calculated separately in PART II.

(1) Base Authorized July 1, 2015: ***See attached spreadsheet***	$533,130
(2) Increase requested for base Request for Additional or Fewer Funds in FY2015-16	$ 63,241
(3) FY 2015-16 Adjusted Base Appropriation Total (1) and (2)	$596,371

Proceed to B. only if requesting an increase in funds in the current fiscal year. Please denote the reason for the increase or decrease requested. For example, was there a change in the number of positions that qualify for the funds? Did the local school district increase teacher salary schedules? If so, how much is the increase.

Describe fully the extreme circumstances, which justify the request for a revised base appropriation in B.

-a) Local School District where GSSM is located, Darlington Schools, raised their teacher salaries, both in step (increase for adding one year of experience) and, for some cells and increase above step.

-b) GSSM has grown, increasing our student body and faculty size over this reporting period.

B. Of the FY 2015-16 Base/Adjusted Appropriation (A.3):

Total for Teachers:	$ 596,371	- 100%
Total for Other Certified Staff:	$ 0	

Provide in an Excel spreadsheet an itemized list by OHR class code of employees receiving the EIA salary supplement. In the spreadsheet include the name, position description, OHR class code and annual salary for these employees by fund sources (general fund, federal fund, EIA, foundations, grants, etc.) - ATTACHED – All General Fund

PART II
EIA SALARY SUPPLEMENT REQUEST
TEACHERS IN STATE AGENCIES, SPECIAL STATE SCHOOLS
FY 2016-17

This section is to be used to calculate the EIA salary supplement request for instructional personnel (as defined by Proviso 1A. 5. of the 2015-16 General Appropriations Act) for **FY 2016-17**.

Assume average teacher salary of 1.0%

A. State
EIA Teacher Salary Supplement FY 2016-17 **1.0%**

B. Local
Resident School District Salary Schedule __% Step + Cell Adjustments **__3_%** est. Increase Projected for FY 2016-17

Resident School District: Darlington County Schools
Contact Person/Title: Dr. Jane B. Hursey, Assistant Superintendent for Human Resources
Telephone: 843-398-5100

C. Total
Total projected Salary Supplement (A+B) **___4_%**

D. EIA Funds Requested for Salary Supplement, FY 2016-17 (As based on total projected % increase referenced in C.):

$_101,697 salary increase plus fringe at 21% (21,356) Total $123,054___

In the space provided below, provide the actual calculations used to arrive at the total EIA funds requested above. Display, separately, the calculations for the teacher pay increases and the corresponding fringes which should be based on the variable rate of 21%.

Base EIA faculty Salaries for 2015-2016 = $2,542,434
Projected Percentage Increase 4% (see C above)
2016-17 Increase Projected for returning EIA Faculty $ 101,697

Calculations/Salary: Calculations/Fringes:

	$ 101,697	Salary Increase
+	$ 21,356	Fringes Increase
	$ 123,054	Total Increase

Please complete the following chart:

Total Number of Instructional Personnel ***Eligible*** for EIA Teacher Salary Supplement in:

Fiscal Year	Full-Time	Part-Time	TOTAL
2014-15 (actual)	27		27
2015-16 (current)	30		30
2016-17 (projected)	36		36

PART III
OFFICIAL SIGNATURES

AGENCY HEAD/SUPERINTENDENT

Dr. Murray W. Brockman

DATE: October 2, 2015

FINANCE/BUDGET STAFF

Mr. Ernie L. Boyd, Jr.

DATE: October 2, 2015

Special School	Base Authorized July 1, 2015	Increase Requested (Part I, A.2)*	Requested Total Base Appropriation for 2016-17
Governor's School for the Arts & Humanities	$959,994		
Wil Lou Gray Opportunity School	$605,294		
School for the Deaf and Blind	$7,439,286		
DDSN	$613,653		
John de la Howe	$417,734		
Clemson Agriculture Education	$889,758		
Governors School for Math & Science	$533,130		

* The Executive Budget Office will determine whether the increase requested is justified.

STEM Premier®

Explanation: STEM Premier®, a digital platform, allows students ages 13 and older to create a profile that showcases their skills, talents, interests, assessment scores, etc. Colleges and companies can then search the platform for students and communicate through the internal private and secure STEM Premier messaging system. Messages contain opportunities from organizations, schools and industry. STEM Premier® and the SC Manufacturers Education Foundation (SCMEF), a 501C3 organization affiliated with the South Carolina Manufacturers Alliance (SCMA), are working together to promote the platform to high schools, technical schools and college students in South Carolina.

The private sector, especially manufacturers, are in support of the STEM Premier platform. Many facilities in the state will face a significant turnover in the near future due to retirement, and many companies view the platform as the missing link in helping connect and drive young persons in the direction to earn an education that will lead to employment within the industry and build a strong workforce pipeline in South Carolina. In the spring of 2014, STEM Premier initiated its first pilots in two South Carolina high schools. Since then, STEM Premier has expanded its implementation to over 29 high schools in 6 school districts throughout South Carolina representing over 5,000 students. The SCMA and SCMEF will work with STEM Premier to further implement the platform in the state and encourage companies to also utilize the platform.

Cost: First, the premium level subscription component of the platform is free to all students. If the school would like to use the dashboard component of STEM Premier® for data analysis, the cost is $1,500 annually per school. This cost covers the use of the software, technical support and upgrades. The dashboard allows the schools to gather data that provides useful information about their students and programs being offered. Additionally, there is a one-time per school implementation cost of $1,500 that includes one (1) eight-hour on-site training day for student implementation and dashboard training. The chart below describes how the program will be implemented over multiple years in schools.

Year School Implemented	Number of Schools Implemented	Annual Program Cost (1)			
		Year-1	Year-2	Year-3	Year-4
Year-1	100	$300,000	$150,000	$150,000	$150,000
Year-2	100		$300,000	$150,000	$150,000
Year-3	50			$150,000	$75,000
Total	250	$300,000	$450,000	$450,000	$375,000

(1) Includes a one-time implementation cost of $1,500 per school that covers one (8) eight-hour onsite training day and an annual dashboard cost of $1,500 per school that covers the use of the software, technical support and upgrades. The dashboard price reflects a 25% discount.

PART IB

OPERATION OF STATE GOVERNMENT

SECTION 1 - H630-DEPARTMENT OF EDUCATION

1.1. (SDE: Appropriation Transfer Prohibition) The amounts appropriated herein for aid to subdivisions, allocations to school districts, or special line items shall not be transferred and must be expended in accordance with the intent of the appropriation, except that the department may transfer funds that are deducted and retained from a school district's transportation allocation to reimburse the department for the cost of unauthorized mileage. This transfer must be agreed upon by both the school district and the department. Those funds may be transferred into the department's school bus transportation operating account.

1.2. (SDE: DHEC - Comprehensive Health Assessment) All school districts shall participate, to the fullest extent possible, in the Medicaid program by seeking appropriate reimbursement for services and administration of health and social services. Reimbursements to the school districts shall not be used to supplant funds currently being spent on health and social services.

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act to include an inflation factor projected by the Revenue and Fiscal Affairs Office to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be $2,220. For the current fiscal year, the total pupil count is projected to be 714,394. The average per pupil funding is projected to be $5,536 state, $1,185 federal, and $5,371 local. This is an average total funding level of $12,092 excluding revenues of local bond issues. For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted students pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

(1) K-12 pupils or base students including homebound students 1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

(2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs

(3) Precareer and Career Technology 1.29

(4) Additional weights for personalized instruction:

(A) Gifted and Talented 0.15

(B) Academic Assistance 0.15

(C) Limited English Proficiency 0.20

(D) Pupils in Poverty 0.20

No local match is required for the additional weightings for personalized instruction in school year 2015-16. Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

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

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

For the 2015-16 school year, students in poverty will continue to be defined as students eligible for free/reduced lunch and/or Medicaid. The Department of Education will continue to use counts from the 2013-14 school year to determine poverty funding for the add-on weighting. The department shall report on the effects USDA community certification have had on the ability for individual districts to report their poverty rate no later than October 1, 2015, and shall provide recommendations on using poverty data from the United States Census Bureau to calculate a district's poverty allocation in lieu of direct certification to the Governor, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation adjustments by June 30, 2016. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

1.4. (SDE: EFA - Formula) The amount appropriated in Part IA, Section 1 for "Education Finance Act" shall be the maximum paid under the provisions of Act 163 of 1977 (the South Carolina Education Finance Act of 1977) to the aggregate of all recipients. The South Carolina Education Department shall develop formulas to determine the state and required local funding as stipulated in the South Carolina Education Finance Act of 1977. Such formulas shall require the approval of the State Board of Education and the State Fiscal Accountability Authority. After computing the EFA allocations for all districts, the department shall determine whether any districts' minimum required local revenue exceeds the districts' total EFA Foundation Program. When such instance is found, the department shall adjust the index of taxpaying ability to reflect a local effort equal to the cost of the districts' EFA Foundation Program. The districts' weighted pupil units are to be included in determination of the funds needed for implementation of the Education Finance Act statewide.

In the event that the formulas as devised by the Department of Education and approved by the State Board of Education and the State Fiscal Accountability Authority should provide for distribution to the various school districts totaling more than the amount appropriated for such purposes, subject to the provisions of this proviso, the Department of Education shall reduce each school district entitlement by an equal amount per weighted pupil so as to bring the total disbursements into conformity with the total funds appropriated for this purpose. If a reduction is required in the state's contribution, the required local funding shall be reduced by the proportionate share of local funds per weighted pupil unit. The Department of Education shall continually monitor the distribution of funds under the provisions of the Education Finance Act and shall make periodic adjustments to disbursements to ensure the aggregate of such disbursements do not exceed the appropriated funds.

Local districts shall not be mandated or required to inflate the base number in their respective salary schedules by any percentage greater than the percentage by which the appropriated base student cost exceeds the appropriated base student cost of the prior fiscal year.

1.5. (SDE: Employer Contributions/Allocations) It is the intent of the General Assembly that the appropriation contained herein for "Public School Employee Benefits" shall not be utilized to provide employer contributions for any portion of a school district employee's salary that is federally funded.

State funds allocated for school district employer contributions must be allocated by the formula and must be used first by each district to cover the cost of fringe benefits for personnel required by the Defined Program, food service personnel and other personnel required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service revenues to fund a proportionate share of fringe benefits costs for food service personnel.

The Department of Juvenile Justice and the Department of Corrections' school districts must be allocated funds under the fringe benefits program in accordance with criteria established for all school districts.

1.6. (SDE: Employer Contributions/Obligations) In order to finalize each school district's allocations of Employer Contributions funds for retiree insurance from the prior fiscal year, the Department of Education is authorized to adjust a school district's allocation in the current fiscal year accordingly to reflect actual payroll and payments to the Retirement System from the prior fiscal year. In the event the Department of Education is notified that an educational subdivision has failed to remit proper payments to cover Employee Fringe Benefit obligations, the Department of Education is directed to withhold the educational subdivision's state funds until such obligations are met.

1.7. (SDE: Governor's School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.

1.8. (SDE: Educational Responsibility/Foster Care) The responsibility for providing a free and appropriate public education program for all children including disabled students is vested in the public school district wherein a child of lawful school age resides in a foster home, group home, orphanage, or a state operated health care facility including a facility for treatment of mental illness or chemical dependence and habilitation centers for persons with intellectual disabilities or persons with related conditions located within the jurisdiction of the school district or alternative residences. The districts concerned may agree upon acceptable local cost reimbursement. If no agreement is reached, districts providing education shall receive from the district where the child last resided before placement in a facility an additional amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. If a child from out of state is residing in a facility owned and/or operated by a for profit entity, the district providing educational services shall be reimbursed by the for profit entity the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. This also applies to John de la Howe School who also has the authority to seek reimbursement in any situation that the school district has participation in the placement of the student. John de la Howe School shall be reimbursed the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. Participation will be evidenced by a written agreement from the IEP team or 504 team, written referral, or the school district initiating the placement process. School districts providing the education shall notify the nonresident district in writing within forty-five calendar days that a student from the nonresident district is receiving education services pursuant to the provisions of the proviso. The notice shall also contain the student's name, date of birth, and disabling condition if available. If appropriate financial arrangements cannot be effected between institutions of the state, including independent school districts under the authority of the Department of Disabilities and Special Needs, and school districts, institutions receiving educational appropriations shall pay the local base student cost multiplied by the appropriate pupil weighting. Children residing in institutions of state agencies shall be educated with nondisabled children in the public school districts if appropriate to their educational needs. Such institutions shall determine, on an individual basis, which children residing in the institution might be eligible to receive appropriate educational services in a public school setting. Once these children are identified, the institution shall convene an IEP meeting with officials of the public school district in which the institution is located. If it is determined by the committee that the least restrictive environment in which to implement the child's IEP is a public school setting, then the school district in which the institution is located must provide the educational services. However, that school district may enter into contractual agreements with any other school district having schools located within a forty-five mile radius of the institution. The cost for educating such children shall be allocated in the following manner: the school district where the child last resided before being placed in an institution shall pay to the school district providing the educational services an amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act; the school district providing the educational services shall be able to count the

child for all funding sources, both state and federal. The institution and school district, through contractual agreements, will address the special education and related services to be provided to students. Should the school district wherein the institution is located determine that the child cannot be appropriately served in a public school setting, then the institution may request a due process hearing pursuant to the procedures provided for in the Individuals with Disabilities Education Act.

The agreed upon acceptable local cost reimbursement or the additional amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting set forth in Section 59-20-40, for instructional services provided to out-of-district students, shall be paid within sixty days of billing, provided the billing district has provided a copy of the invoice to both the Superintendent and the finance office of the district being invoiced. Should the district not pay within sixty days, the billing district can seek relief from the Department of Education. The department shall withhold EFA funding equal to the billing from the district refusing to pay and submit the funding (equal to the invoice) to the billing school district.

The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all required school records, including confidential records**,** are transferred from the sending to the receiving school within three working days. School records to be transferred should include grade transcripts, state birth certificate, certificate of immunization, social security card, attendance records, discipline records, IEP's, psychological reports (or notation in the school records that a psychological report on the child is available at the school district office) and any other records necessary for the appropriate placement of the child in the new school. School districts must release all records upon presentation of a court order or appropriate permission for confidential release. If evaluation or placement is pending, the receiving school district is responsible to secure information and to complete the placement. The receiving school will maintain appropriate confidentiality of all records received on a child.

1.9. (SDE: Instruction in Juvenile Detention Centers) It shall be the responsibility of the school district where a local juvenile detention center is located to provide adequate teaching staff and to ensure compliance with the educational requirements of this State. Students housed in local juvenile detention centers are to be included in the average daily membership count of students for that district and reimbursement by the Department of Education made accordingly.

1.10. (SDE: Revenue Authorization) The State Department of Education is hereby authorized to collect, expend, and carry forward revenues in the following areas to offset the cost of providing such services: the sale of publications, manuals and forms, the sale of Apple Tags, royalties, contributions, donations, foundation funds, special grants and contracts, brochures, photo copies, listings and labels, Directory of South Carolina Schools, student health record cards, items to be recycled, and high school diplomas and certificates; the collection of out-of-state and in-state investigation fees, registration fees for non-SDE employees, recurring facility inspection fees, teacher certification fees; the handling of audio-visual film; the provision of contract computer services to school districts and other state agencies, joint broadcast service to school districts, and education-related statistics through agreement with the National Center for Education Statistics; the lease or sale of programs of television, audio or microcomputer software; the lease or sale of virtual courses to other states; the collection of damage fees for instructional materials and the sale of unusable instructional materials; sale of fuel; use and repair of transportation equipment; fees for Medicaid reimbursable transportation; the receipt of insurance and warranty payments on Department of Education equipment and the sale of used school buses and support equipment. The Department of Education is authorized to collect revenue for deposit into the State

General Fund for testing material purchases and test rescoring fees. The Department of Education is authorized to expend revenue collected for lost and damaged instructional materials and the sale of unusable instructional materials for the purpose of contracting for the purchase and maintenance of a statewide textbook inventory management system, provided that schools' newly-adopted instructional materials needs are met first.

1.11. (SDE: School District Bank Accounts) Each school district in this State, upon the approval of the district's governing body, may maintain its own bank account for the purpose of making disbursement of school district funds as necessary to conduct school district business and each county treasurer is hereby authorized to transfer such amount as needed, upon receipt of a written order certified by the district governing body or their designee. Such order shall contain a statement that such amount is for immediate disbursement for the payment of correct and legal obligation of the school district.

1.12. (SDE: School Lunch Program Aid) The amount appropriated herein for School Lunch Program Aid shall be divided among the District and/or County Boards of Education of the State upon the basis of the number of schools participating in the School Lunch Program in each district during the prior school year. The travel expenses of the District and/or County School Lunch Supervisor shall be paid from this appropriation at the prevailing rate of mileage allowed by the State. These funds may be used as an aid in improving the School Lunch Program. These funds may not be used to supplement the salaries of school lunch supervisors. In the absence of a County Board of Education in multi-district counties, the funds will be divided among the school districts of the county on the basis of the number of schools participating in the School Lunch Program in each district during the prior school year.

1.13. (SDE: Travel/Outside of Continental U.S.) School District allocations from General Funds, lottery, and EIA funds shall not be used for travel outside of the continental United States. The International Baccalaureate Program shall be exempt from this restriction.

1.14. (SDE: Year End Closeout) The State Department of Education is authorized to expend federal and earmarked funds (not including state or EIA funds) in the current fiscal year for expenditures incurred in the prior year; however, state funds appropriated in Part IA, Section 1, XIV, Aid to School Districts, for the Children's Case Resolution System or private placements for services provided to children with disabilities may be used for those expenditures in prior fiscal years. The department is also authorized to use appropriated funds to pay for textbooks shipped in the fourth quarter of the prior fiscal year.

1.15. (SDE: Transportation Collaboration) The Department of Education School Bus Maintenance Shops shall be permitted, on a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies in South Carolina.

School buses operated by school districts, other governmental agencies or head start agencies for the purpose of transporting students for school or school related activities shall not be subject to state motor fuel taxes. Further, that school districts, other governmental agencies or head start agencies may purchase this fuel, on a cost reimbursable-plus basis, from the Department of Education School Bus Maintenance Shops.

1.16. (SDE: School Bus Insurance) The Department of Education shall maintain comprehensive and collision insurance or self-insure state-owned buses. In no event shall the department charge local school districts for damages to the buses which are commonly covered by insurance.

1.17. (SDE: Teacher Data Collection) Of the non-program funds appropriated to the Department of Education, it and the Commission on Higher Education shall share data about the teaching profession in South Carolina. The data sharing should ensure (1) a systematic report on teacher supply and demand information and (2) data to determine classes being taught by public school teachers out of field of their preparation. The data collection should include but not be limited to: classes/subjects taught, number of students taught, percentage of teacher education graduates from South Carolina colleges/universities who go into teaching, percentage of teacher education graduates who teach in public schools in South Carolina, percentage of new teachers who leave the South Carolina teaching profession in the first three years of public school teaching due to unsuccessful evaluations, percentage of new teachers who leave the profession in the first three years of public school teaching in South Carolina who have successful evaluations, turnover rate of teachers and certification areas with highest vacancies. All database items should be set up so that it can be disaggregated by ethnicity, gender, geographic location, etc.

1.18. (SDE: School Building Aid) Of the funds appropriated in Part IA for School Building Aid, $500,000 shall be allocated on a K-12 per pupil basis to Multi-District Area Vocational Schools.

1.19. (SDE: School Bus Driver CDL) From funds provided in Part IA, Section 1, X.B., local school districts shall request a criminal record history from the South Carolina Law Enforcement Division for past conviction of any crime before the initial employment of a school bus driver or school bus aide. The Department of Education and the school districts shall be treated as a charitable organization for purposes of the fee charged for the criminal records search.

1.20. (SDE: School Bus Purchase) Any procurement of school buses with funds appropriated in this act or any other appropriation bill must meet specifications developed by the School Bus Specification Committee as established by the State Superintendent of Education. The School Bus Specifications Committee shall allow for input from all school bus chassis and body manufacturers. However, if it is safe, more economical, and in the public interest, the department may use the school bus specifications of another state in the procurement of school buses. If the department uses the specifications of another state, the department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in the public interest, when compared to the specifications set forth by the School Bus Specifications Committee.

1.21. (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program X.B. - Bus Shops and funds appropriated in X.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.

1.22. (SDE: Mitford Transportation Costs) Transportation costs for the transporting of students from the Mitford area of Fairfield County to schools in the Great Falls area of Chester County is not the responsibility of and shall not be borne by the Chester County School District. These transportation costs shall continue to be the responsibility of the State Department of Education.

1.23. (SDE: Status Offenders/John de la Howe) The funds appropriated for the Status Offender Program shall be distributed to John de la Howe School to expand residential programs to include court ordered status offenders. Components of such a program

shall include collaboration between the home school district and the residential school and treatment or related services to the families of students in placement.

1.24. (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools.

1.25. (SDE: School Facilities Management System) School Districts may use capital improvement bond funds, lapsed funds or any other unexpended appropriated funds or revenues to access the Department of Education's School Facilities Management System database.

1.26. (SDE: School Board Meetings) Of the funds appropriated through the Department of Education for technology related expenses, school districts that have a website shall place a notice of a regularly scheduled school board meeting twenty-four hours in advance of such meeting. The notice shall include the date, time, and agenda for the board meeting. The school district shall place the minutes of the board meeting on their website within ten days of the next regularly scheduled board meeting.

1.27. (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office, except the additional EFA allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.

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

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the seventy-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil

services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

(i) the transaction amount;

(ii) the name of the payee; and

(iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each

statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of Education to exercise its authority to grant waivers under Regulation 43-261.

1.29. (SDE: Medical Examination and Security Reimbursement/Expenditures) From funds authorized in Part IA, Section 1, X.B. Other Operating Expenses, the Department of Education may directly pay, or reimburse employees, for the cost of a medical examination as required in Part 391, Subpart E of the Federal Motor Carrier Safety Regulations, for employees that are required to operate a state vehicle transporting hazardous materials and that are required to undergo a national security background check because of the required Hazmat endorsement to their CDL.

1.30. (SDE: Budget Reduction) In compensating for any reduction in funding, local districts must give priority to preserving classroom teachers and operations. Funding reductions should first be applied to administrative and non-classroom expenses before classroom expenses are affected.

1.31. (SDE: Governor's School for the Arts and Humanities Carry Forward) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for the Arts and Humanities may be carried forward and expended in the current fiscal year pursuant to the discretion of the Board of Trustees of the School.

1.32. (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall conspicuously publish a fee schedule on their respective websites.

1.33. (SDE: School District Furlough) Should there be a midyear reduction in state funding to the districts, school districts may institute employee furlough programs for district-level and school-level professional staff. Before any of these employees may be furloughed, the chairman of the governing body of the school district must certify that all fund flexibility provided by the General Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. The certification must include a detailed report by the superintendent of the specific action taken by the district to avoid a year-end deficit. The certification and report must be in writing and delivered to the State Superintendent of Education and a copy must be forwarded to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

The local school district board of trustees may implement a furlough of personnel once certification to the State Superintendent documents all funding flexibility has been exhausted and continued year-end deficits exist. Local school boards of trustees shall have the authority to authorize furloughs of these employees in the manner in which it sees fit. However, instructional personnel may be furloughed for up to five non-instructional days if not prohibited by an applicable employment contract with the district and provided district administrators are furloughed for twice the number of days. District administrators may only be furloughed on non-instructional days and may not be furloughed for a period exceeding ten days. District administrators shall be defined by the Department of Education using the Professional Certified Staff (PCS) System. For individuals not coded in PCS, the determination shall be made based upon whether the individual performs the functions outlined in position codes identified by the department as administration. Educators who would have received a year's experience credit had a furlough not been implemented, shall not have their experience credit negatively impacted because of a furlough implementation.

During any furlough, affected employees shall be entitled to participate in the same benefits as otherwise available to them except for receiving their salaries. As to those benefits that require employer and employee contributions, including, but not limited to, contributions to the South Carolina Retirement System or the optional retirement program, the district will be responsible for making both employer and employee contributions if coverage would otherwise be interrupted; and as to those benefits which require only employee contributions, the employee remains solely responsible for making those contributions. Placement of an employee on furlough under this provision does not constitute a grievance or appeal under any employee grievance procedure. The district may allocate the employee's reduction in pay over the balance of the fiscal year for payroll purposes regardless of the pay period within which the furlough occurs.

Each local school district must prominently post on the district's internet website and make available for public viewing and downloading the most recent version of the school district's policy manual and administrative rule manual.

This proviso shall not abrogate the terms of any contract between any school district and its employees.

1.34. (SDE: School Lunch/Attendance Supervisors) For those counties in which an entity other than the school district administers the school lunch supervisor and/or attendance supervisor programs, the school districts in that county shall transfer to the entity the amount available in the previous fiscal year for administration of the school lunch supervisor and/or attendance supervisor programs. Each district shall transfer a pro rata share of the total cost based upon the percentage of state EFA funds distributed to the districts within the county.

1.35. (SDE: SCGSAH Certified Teacher Designation) Because of the unique nature of the South Carolina Governor's School for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized to employ at its discretion noncertified classroom teachers teaching in the literary, visual and performing arts subject areas who are otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.

1.36. (SDE: No Discrimination Requirement) State funds must not be appropriated to a school that discriminates against or participates with or is a member of an association with policies that discriminate or afford different treatment of students based on race or national origin.

1.37. (SDE: Medicaid Cash Match Accounting) The department is granted authority to transfer funds between budget lines and object codes to identify, reconcile, reimburse, and remit funds required for Medicaid cash match to the Department of Health and Human Services.

1.38. (SDE: Student Report Card-GPA) For each high school student, school districts shall be required to print the student's individual cumulative grade point average for grades nine through twelve on the student's report card.

1.39. (SDE: Lost & Damaged Textbook Fees) Fees for lost and damaged textbooks for the prior school year are due no later than December first of the current school year when invoiced by the Department of Education. The department may withhold textbook funding from schools that have not paid their fees by the payment deadline.

1.40. (SDE: Education Finance Act Reserve Fund) There is created in the State Treasury a fund separate and distinct from the General Fund of the State and all other funds entitled the Education Finance Act Reserve Fund. All unexpended general funds appropriated to the Department of Education for the Education Finance Act in the current fiscal year shall be transferred to the Education Finance Act Reserve Fund. In the event that the amount appropriated for the Education Finance Act is insufficient to fully fund the base student cost as established by this act, revenues from the Education Finance Act Reserve Fund may be used to supplement the funds appropriated. The General Assembly may make direct appropriations to this fund. All unexpended funds in the Education Finance Act Reserve Fund and any interest accrued by the fund must remain in the fund and may be carried forward into the current fiscal year.

1.41. (SDE: Prohibit Advertising on School Buses) The Department of Education and local school districts are prohibited from selling space for or the placement of advertisements on the outside or inside of state-owned school buses.

1.42. (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school age residing in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code, ("students") shall be entitled to receive educational services from the school district in which the RTF is located ("facility school district"). The responsibility for providing appropriate educational programs and services for these students, both with and without disabilities, who are referred, authorized, or placed by the State is vested in the facility school districts. For purposes of this proviso, an authorization must be pursuant to a physician's determination of medical necessity. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred or placed in a RTF may consider the appropriateness of providing the student's education program virtually through enrollment in either the facility district's virtual program, the South Carolina virtual school program provided through the Department of Education (Virtual SC), or a virtual charter school authorized by the South Carolina Public Charter School District, or a virtual charter school authorized by an approved institute of higher education. This decision should be made jointly with the best interest of the student and what is clinically indicated being considered.

A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student's enrollment in the resident school district under a medical homebound instruction program and the district approves, if appropriate,

then, under these circumstances, the facility school district shall enroll the student and assume full legal and financial responsibility for the educational services including enrolling the student, approving the student's entry into a medical homebound instructional program, if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided. If the facility school district determines the educational program being offered by the RTF does not meet the educational standards outlines in the contract, the facility district shall be justified in terminating the contract.

The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting for Homebound pupils of 2.10, as set forth in Section 59-20-40 of the 1976 Code and any eligible categorical and federal funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed $45 per student per day. Facility school districts providing the educational services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the equivalent amount of EFA funds and transfer those funds to the facility school district.

If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and, upon choosing to do so, shall contract with the appropriate entity for payment of educational serviced provided to the child. Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.

If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the State, the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident

school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Act of 2004 (IDEA).

All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum, which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district's report card and must not be included in the overall performance ratings of the facility school district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services as necessary to assist the facility school district in determining the resident school district. The Department of Education, in collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when appropriate, are not recorded as dropouts.

1.43. (SDE: Special Schools Flexibility) For the current fiscal year, the special schools are authorized to transfer funds among funding categories, including capital funds.

1.44. (SDE: High School Driver Education) For the current fiscal year, the requirement for high schools to provide a course in driver education is suspended however, high schools may continue to offer driver education courses if they choose to do so.

1.45. (SDE: Carry Forward Authorization) For the current fiscal year, the Department of Education is authorized to carry forward and expend any General Fund balances for school bus transportation.

1.46. (SDE: Administrative Costs Report Posting) School districts must report the amount of funds spent on administrative costs, as defined by In$ight in the prior fiscal year and post the report on the districts website. School districts shall provide an electronic copy of this report to the Department of Education in conjunction with the financial audit report required by Section 59-17-100, of the 1976 Code. If a district fails to meet these requirements they must be notified in writing by the department that the district has sixty days to comply with the reporting requirement. If the district does not report within sixty days, the department is authorized to reduce the district's base student cost by one percent until such time as the requirement is met. Once in compliance, any funds withheld will be returned to the district.

1.47. (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.

1.48. (SDE: Holocaust Funds) Funds appropriated to the Department of Education for the SC Council on Holocaust shall not be used for any other purpose nor transferred to any other program. In addition, in the event the department is required to implement a budget reduction, SC Council on Holocaust funds may not be reduced.

1.49. (SDE: Governor's Schools Capacity) For the current fiscal year, funds appropriated to the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must be used to bring the schools up to full capacity, to the extent possible. Each school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first how the funds have been utilized and how many additional students have been served.

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

1.51. (SDE: Impute Index Value) For the current fiscal year and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the EFA and other applicable provisions of law.

1.52. (SDE: EFA State Share) A school district that does not recognize a State share of the EFA financial requirement shall be supplemented with an amount equal to seventy percent of the school district with the least State financial requirement.

1.53. (SDE: Health Education) Each school district is required to ensure that all comprehensive health education, reproductive health education, and family life education conducted within the district, whether by school district employees or a private entity, must utilize curriculum that complies with the provisions contained in Chapter 32, Title 59. Any person may complain in a signed, notarized writing to the chairman of the governing board of a school district that matter not in compliance with the requirements of Chapter 32, Title 59 is being taught in the district. Upon receiving a notarized complaint, the chairman of the governing board must ensure that the complaint is immediately investigated and, if the complaint is determined to be founded, that immediate action

is taken to correct the violation. If corrective action is not taken, then the district must have its base student cost reduced by one percent.

1.54. (SDE: Bus Lease/Purchase) The Department of Education is permitted to purchase or lease school buses in order to continue replacement of the state's school bus fleet.

1.55. (SDE: Felton Lab Allocation) Of the funds distributed pursuant to the Education Finance Act, the Felton-Laboratory School at South Carolina State University shall receive each year, seventy percent of the funds it would have received for that year under the Education Finance Act and under aid to school districts-fringe benefits, as if it were a special school district. The calculation of the amount of funds which the Felton-Laboratory School is entitled to receive each year shall be made by the Department of Education.

1.56. (SDE: Lee County Bus Shop) From the funds appropriated in program XB, Bus Shops, in the current fiscal year, the department must fund the Lee County School District Bus Shop and the Kershaw County School District Bus Shop at the same level as they were funded in the previous fiscal year.

1.57. (SDE: School Enrollment Policy) For the current fiscal year, any school district with an open enrollment policy for all schools or certain schools which had previously accepted certain students residing outside of the district to an academic magnet school in the district must continue to accept these students and their siblings for enrollment at the academic magnet school under the same terms and conditions these students were previously permitted to attend the school.

1.58. (SDE: District Funding Flexibility) For the current fiscal year, districts must utilize funding flexibility provided herein to ensure that district approved safety precautions are in place at every school.

1.59. (SDE: Transportation Maintenance Facilities) For the current fiscal year, a school district wishing to include school bus maintenance in a contract with a private vendor may enter into an agreement with the Department of Education whereby the department releases the school district to include school bus maintenance in the private vendor contract.

1.60. (SDE: School District Activity Bus Advertisements) School Districts may sell commercial advertising space on the outside or inside of district owned activity buses. However, as defined and determined by the local school board, a school district may not sell such commercial advertising if the advertisement promotes a political candidate, ideology, or cause, a product that could be harmful to children, or a product that appeals to the prurient interest. Revenue generated from the sale of commercial advertising space shall be retained by the school district.

1.61. (SDE: School District Property) The requirements of Section 59-19-250 of the 1976 Code, as amended, which requires the consent of a governing board of a county in order for school trustees to sell or lease school property whenever they deem it expedient to do so are suspended for the current fiscal year.

1.62. (SDE: Full-Day 4K) For the current school year, eligible students residing in a school district with a poverty index of seventy percent or greater may participate in the South Carolina Early Reading Development and Education Program. Public and private providers will be reimbursed for instructional costs at a rate of $4,218 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $550 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent.

New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.63. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) $700,000 allocated to the department to provide grants to support community partnerships whereby community organizations would collaborate with local school districts to provide after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of fifty percent or greater. The Education Oversight Committee will document and evaluate the partnerships and the impact of the partnerships on student academic success and make recommendations on the characteristics of effective partnerships and on methods of duplicating effective partnerships throughout the state; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and

family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

1.64. (SDE: Interscholastic Athletic Association Dues) A public school district supported by state funds shall not use any funds or permit any school within the district to use any funds to join, affiliate with, pay dues or fees to, or in any way financially support any interscholastic athletic association, body, or entity unless the constitution, rules, or policies of the association, body, or entity contain the following:

(1) a range of sanctions that may be applied to a student, coach, team, or program and that takes into account factors such as the seriousness, frequency, and other relevant factors when there is a violation of the constitution, bylaws, rules, or other governing provisions of the association, body, or entity;

(2) (a) guarantees that private or charter schools are afforded the same rights and privileges that are enjoyed by all other members of the association, body, or entity. A private or charter school may not be expelled from or have its membership unreasonably withheld by the association, body, or entity or restricted in its ability to participate in interscholastic athletics including, but not limited to, state playoffs or championships based solely on its status as a private school or charter school. The association, body, or entity shall set reasonable standards for private or charter school admission. A private or charter school denied membership must be provided, in writing within five business days, the reason or reasons for rejection of its application for membership;

(b) guarantees that a South Carolina home school athletic team that is a member of a home school athletic association may not be denied access to preseason and regular season interscholastic athletics including, but not limited to, jamborees and invitational tournaments, based solely on its status as a home school athletic team; other rules or policies of the association, body, or entity would apply;

(3) (a) an appeals process in which appeals of the association, body, or entity are made to a disinterested third-body appellate panel which consists of seven members who serve four year terms, with one person appointed by the delegation of each congressional district;

(b) a member of the panel serves until his successor is appointed and qualifies. A vacancy on the panel is filled in the manner of the original appointment;

(c) members of the appellate panel do not concurrently serve as officers of the association, body, or entity and may not have served as a member of the executive committee within the last three years. Principals and superintendents are able to appeal a

ruling of the association, body, or entity to the panel. The appellate panel also must provide the final ruling in any appeal brought against a decision of the association, body, or entity;

(4) a procedure in place for emergency appeals to be held and decided upon in an expedited manner if the normal appellate process would prohibit the participation of a student, team, program, or school in an athletic event, to include practices;

(5) provisions, implemented within one year after the effective date of this section, that require the composition of the executive committee of the association, body, or entity be geographically representative of this State.

In the event an association, body, or entity fails to include one of the items listed in this proviso, public school districts and schools must end their affiliation with the association, body, or entity prior to the beginning of the upcoming school year and are prohibited from paying dues or fees to the association, body, or entity.

1.65. (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with individual schools and their staff to share information with students and families about the educational opportunities offered at the respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June 30, 2015, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included in the School Report Card of those students' resident schools and districts.

1.66. (SDE: Reading Coaches) (A) Funds appropriated for Reading Coaches must be allocated to school districts by the Department of Education as follows:

(1) for each elementary school in which twenty percent or more of the students scored Not Met on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either up to $62,730 or the actual cost of salary and benefits for a full-time reading coach; and

(2) for each elementary school in which fewer than twenty percent of the students scored Not Met on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either up to $31,365 or fifty percent of the actual cost of salary and benefits for a full-time reading coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading coaches with local funds. A district may, however, assign a reading coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for Reading Coaches are intended to be used to provide elementary schools with reading coaches, who shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing

professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(1) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

(2) facilitate study groups;

(3) train teachers in data analysis and using data to differentiated instruction;

(4) coaching and mentoring colleagues;

(5) work with teachers to ensure that research-based reading programs are implemented with fidelity;

(6) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms;

(7) help lead and support reading leadership teams; and

(8) The reading coach must not be assigned a regular classroom teaching assignment, must not serve an as administrator, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments.

(D) No later than February 1, 2016, the Department of Education must publish guidelines that define the minimum qualifications for a reading coach for Fiscal Year 2015-16. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist,

(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely-related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2015-16 through which an elementary school may be permitted to use some or all of the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department-approved consultant or vendor, in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(E) The Department of Education must develop procedures for monitoring the use of funds appropriated for Reading Coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to $100,000 of the funds appropriated for Reading Coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(F) Prior to the close of the current fiscal year, any remaining funds for Reading Coaches, but no more than $5,000,000, shall be distributed by the Department of Education among the school districts containing elementary or primary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year

for which such data are available. Funds distributed under this subsection must be used exclusively to support reading-related professional development opportunities for teachers that lead to the literacy add-on endorsement.

(G) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading coach; as well as the school in which the coach is assigned along with the rationale for how the school selection was made; and

(2) any school district receiving funding under subsection (F) to account for the specific amounts and uses of such funds.

(H) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading coaches by school and on the expenditure of professional development funds for opportunities for teachers to earn the literacy endorsement. The department shall also report the amount of funds that will be carried forward.

(I) Funds appropriated for Reading Coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

(J) For Fiscal Year 2015-16, if increased funding for reading coaches is not sufficient to provide additional reading coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment.

1.67. (SDE: Charter School Transition Funds) For Fiscal Year 2015-16, charter schools sponsored by a local school district must receive transition funds from the local district or statewide transition funds available in an amount equal to any reduction in funds received by the school due to the changes in the Education Finance Act formula. In order to receive funds from the statewide transition funds, the charter school must report the amount of funds required to the department through the authorizing district. The department shall allocate the transition funds to the district which then shall allocate the funds to the school. If the amount of transition funds for the charter schools exceeds transition funds available, then funds will be reduced pro rata for all parties.

1.68. (SDE: Sports Participation) Any school receiving state funds shall be required to allow a military dependent student who has transferred from their resident school district to another school district to participate in a sport that was not offered in the resident school district. Should a school fail to comply with this provision, the Department of Education shall withhold one percent of their total state allocation.

1.69. (SDE: Graduation Rates) For the current fiscal year, if a high school has a graduation rate below sixty percent, using appropriated funds a local school district board of trustees must provide a report detailing a plan to increase the graduation rate in accordance with the provisions of the Education Accountability Act to the State Board of Education.

1.70. (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance.

The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community.

As used in this proviso:

(1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

(2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

(2) a demonstrated ability to meet the match throughout the granting period;

(3) a demonstrated ability to implement the initiative or model as set forth in the application; and

(4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

(1) a comprehensive plan to examine delivery implementation and measure impact of the model;

(2) a report on implementation problems and successes and impact of the innovation or model; and

(3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program.

However, no grant may exceed $250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy and numeracy readiness of children; and (4) engage families in improving their children's readiness.

1.71. (SDE: Board of Education Funds) For the current fiscal year, the Department of Education is authorized to carry forward funds appropriated in Part IA, Section 1, II. Board of Education. The State Board of Education is permitted to utilize these funds for innovative educational opportunities and projects. The Board of Education shall develop guidelines and publish them on the board's website.

1.72. (SDE: Proceeds from Sale of Bus Shop & Boat) For the current fiscal year the Department of Education is authorized to retain any funds received from the sale of any bus shop and the sale of the state- owned boat and expend those funds for transportation purposes.

1.73. (SDE: Transition Funds to Districts) Funds appropriated in Part IA, Section 1, XIV. Aid to School Districts, A. Aid to School Districts, EFA Transition Payments, are to be distributed to school districts eligible to receive transition funds. The funds will be disbursed in an amount equal to the net aggregate decrease in funding realized by a district as a result of changes to the EFA funding formula.

(A) Districts eligible for transition payments in the prior fiscal year are eligible to receive one-half of the transition payment received in Fiscal Year 2014-15, subject to the limitations of item (B) of this section.

(B) School districts are not eligible to receive transition funds for the portion of a net funding decrease resulting from a decrease in district ADM from the prior to the current fiscal year.

(C) If the amount of transition payments for all school districts exceeds the availability of funds appropriated for this purpose, each entity receiving funds shall have their allocation reduced pro rata.

1.74. (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness is authorized to expend up to $75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the administration of early literacy and language development assessments to children enrolled in the full-day 4K program in private centers in the current fiscal year. The State Office of First Steps may purchase one device, which would be the

property of the Office of First Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than January 15, 2016.

1.75. (SDE: Teacher Salary Schedule Structure) The Department of Education shall convene stakeholders to include: Palmetto State Teachers Association, South Carolina School Business Officials, South Carolina Association of School Administrators, South Carolina School Boards Association, South Carolina Education Association, and the Education Oversight Committee to examine and make recommendations regarding changes to the statewide minimum state teacher salary schedule to include extending the steps on the state teacher salary schedule; an examination of the beginning teacher salary; and an examination of each district's salary schedule structure. Recommendations shall be provided to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by November 15, 2015.

1.76. (SDE: Teacher Certification Exemption) For the current fiscal year, a teacher certified at the secondary level may teach such courses in grades seven through twelve without having the add on certification for middle-level education. Districts must report to the Department of Education and the Center for Educator Recruitment Retention and Advancement on the teachers and courses that utilize this exemption.

1.77. (SDE: Digital Instructional Materials) The Department of Education shall create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts who wish to receive both the digital version and class sets of textbooks may be awarded that option. Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. Digital Instructional Materials shall include the digital equivalent of materials and devices.

1.78. (SDE: Transition Funds to Districts) For the current fiscal year, the department must transfer any unexpended funds appropriated for EFA Transition to the EFA for disbursement to districts per the formula.

1.79. (SDE: CDEPP Unexpended Funds) For Fiscal Year 2015-16, the Office of First Steps to School Readiness is directed to retain the first $2,000,000 of any unexpended CDEPP funds from the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. No later than April 1, 2016, the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and

specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

By August 1, the Office of First Steps is directed to allocate any unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the purposes:

1. Department of Education - $4,250,000 for full-day 4K; and

2. Education Oversight Committee - $2,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If any funds are remaining, they shall be transferred to the Department of Education to be expended only on full day 4K.

1.80. (SDE: Literacy Initiatives) In the current fiscal year, the Department of Education shall evaluate the several state literacy initiatives to ensure that each are working together to ensure that students are best served. The evaluation shall include initiatives in early childhood through high school as well as professional development.

1.81. (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is authorized to withhold up to $350,000 in order to provide technology technical assistance to school districts.

1.82. (SDE: First Steps Accountability) Based on the need for stated intervention by the US Department of Education Office of Special Education and Rehabilitative Services (OSEP) in implementing Part C of the Individuals with Disabilities Education Act (IDEA), the Office of First Steps to School Readiness must meet federal compliance for the Part C program. Additionally, the Office of First Steps to School Readiness shall report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, and the Governor the specific steps, timeline and progress made in improving meeting compliance standards its performance for those indicators with which the office was scored as being low performing. The report must include a statement regarding whether the additional employees authorized by this act are sufficient for compliance. The report shall also include any correspondence from the US Department of Education concerning the progress made on federal compliance with OSEP state standards. The report must be submitted no later than December 31, 2015. From the funds appropriated for BabyNet, the Office of First Steps to School Readiness may expend the funds necessary to meet the requirements of this proviso.

1.83. (SDE: Health Education Materials) From the funds allocated to each school district, each district shall publish on its website the title and publisher of all health education materials it has approved, adopted, and used in the classroom. If the Department of Education determines that a school district is noncompliant with mandated health education, the department shall withhold one percent of the district's funds allocated in Part 1A, Section 1, XIV - Student Health and Fitness Act until the department determines the district is in compliance.

1.84. (SDE: Data Maintenance and Collection) For the current fiscal year and from the funds appropriated to the department for the collection and maintenance of data, personally identifiable information of teacher candidates and teachers collected and maintained by the Department of Education shall be treated as personnel records and shall not be subject to public disclosure.

1.85. (SDE: Teacher Employment) Of the funds appropriated in the current fiscal year, a local school district superintendent or his designee shall provide a teacher with notice of dismissal and an opportunity for a hearing before the local board or its designee. Further, a local board may authorize a South Carolina licensed, practicing attorney to serve as hearing officer to conduct a hearing on the matter and make a report of its recommendations to the board within forty-five days after receipt of notice of appeal. A hearing officer may not be a member of the board or an employee of the district. If the board designates a hearing officer, the report and recommendations of the hearing officer must be presented to the board in the form of a written order. In considering the report and recommendations, the board must have available to it the exhibits presented at the hearing and shall permit limited oral argument on behalf of the district and the teacher, allowing each party thirty minutes to present its respective argument. The board shall uphold the decision of the hearing officer if the evidence shows good and just cause for dismissal. The board shall issue a decision affirming or withdrawing the notice of suspension or dismissal within thirty days. The decision of the board may be appealed to the circuit court.

1.86. (SDE: Educational Credit for Exceptional Needs Children) (A) As used in this proviso:

(1) "Eligible school" means an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws; and

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools, or the South Carolina Independent Schools Association.

(2) "Exceptional needs child" means a child:

(a) (i) who has been evaluated in accordance with this state's evaluation criteria, as set forth in S.C. Code Ann. Regs. 43-243.1, and determined eligible as a child with a disability who needs special education and related services, in accordance with the requirements of Section 300.8 of the Individuals with Disabilities Education Act; or

(ii) who has been diagnosed within the last three years by a licensed speech-language pathologist, psychiatrist, or medical, mental health, psychoeducational, or other comparable licensed health care provider as having a neurodevelopmental disorder, a substantial sensory or physical impairment such as deaf, blind, or orthopedic disability, or some other disability or acute or chronic condition that significantly impedes the student's ability to learn and succeed in school without specialized instructional and associated supports and services tailored to the child's unique needs; and

(b) the child's parents or legal guardian believes that the services provided by the school district of legal residence do not sufficiently meet the needs of the child.

(3) "Independent school" means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(4) "Nonprofit scholarship funding organization" means a charitable organization that:

(a) is exempt from federal tax pursuant to Section 501(a) of the Internal Revenue Code by being listed as an exempt organization in Section 501(c)(3) of the code;

(b) allocates, after its first year of operation, at least ninety-seven percent of its annual contributions and gross revenue received during a particular year to provide grants for tuition to children enrolled in an eligible school meeting the criteria of this proviso, and incurs administrative expenses annually, after its first year of operation, of not more than three percent nor more than $200,000 in the aggregate, whichever is less, of its annual contributions and revenue for a particular year to cover operational costs;

(c) allocates all of its funds used for grants on an annual basis to children who are exceptional needs students;

(d) does not provide grants solely for the benefit of one school, and if the department determines that the nonprofit scholarship funding organization is providing grants to one particular school, the tax credit allowed by this proviso may be disallowed;

(e) does not have as a volunteer, contractor, consultant, fundraiser or member of its governing board any parent, legal guardian, or member of their immediate family who has a child or ward who is currently receiving or has received a scholarship grant authorized by this proviso from the organization within one year of the date the parent, legal guardian, or member of their immediate family became a board member;

(f) does not have as a member of its governing board or an employee, volunteer, contractor, consultant, or fundraiser who has been convicted of a felony;

(g) does not release personally identifiable information pertaining to students or donors or use information collected about donors, students or schools for financial gain; and

(h) must not place conditions on schools enrolling students receiving scholarships to limit the ability of the schools to enroll students accepting grants from other nonprofit scholarship funding organizations.

(5) "Parent" means the natural or adoptive parent or legal guardian of a child.

(6) "Person" means an individual, partnership, corporation, or other similar entity.

(7) "Qualifying student" means a student who is an exceptional needs child, a South Carolina resident, and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the applicable school year.

(8) "Resident public school district" means the public school district in which a student resides.

(9) "Transportation" means transportation to and from school only.

(10) "Tuition" means the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school, textbook fees, and school-related transportation.

(11) "Department" means the Department of Revenue.

(B) (1) A person is entitled to a tax credit against income taxes imposed pursuant to Chapter 6, Title 12, or bank taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities the person contributes to a nonprofit scholarship funding organization up to the limits of this proviso if:

(a) the contribution is used to provide grants for tuition to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this proviso; and

(b) the person does not designate a specific child or school as the beneficiary of the contribution.

(2) An individual is entitled to a refundable tax credit against income taxes imposed pursuant to Chapter 6, Title 12, or bank taxes imposed pursuant to Chapter 11, Title 12 for the amount of cash and the monetary value of any publicly traded securities, not exceeding ten thousand dollars per child, the individual contributes as tuition for exceptional needs children within their custody or care and enrolled in eligible schools who qualify for these grants under the provisions of this proviso. The cumulative maximum total for credits authorized by this subitem may not exceed four million dollars. However, if a child within the care and custody of an individual receives a tuition scholarship from a nonprofit scholarship funding organization, then the individual only may claim a credit equal to the difference of ten thousand dollars or the cost of tuition, whichever is lower, and the amount of the scholarship.

(C) Grants may be awarded by a scholarship funding organization in an amount not exceeding ten thousand dollars or the total cost of tuition, whichever is less, for qualifying students with exceptional needs to attend an independent school. Before awarding any grant, a scholarship funding organization must receive written documentation from the parent documenting that the qualifying student is an exceptional needs child. Upon approving the application, the scholarship funding organization must issue a check to the eligible school in the name of the qualifying student. In the event that the qualifying student leaves or withdraws from the school for any reason before the end of the semester or school year and does not reenroll within thirty days, then the eligible school must return a prorated amount of the grant to the scholarship funding organization based on the number of days the qualifying student was enrolled in the school during the semester or school year within sixty days of the qualifying student's departure.

(D)(1) (a) The tax credits authorized by subsection (B) may not exceed cumulatively a total of twelve million dollars for contributions made on behalf of exceptional needs students. If the department determines that the total of such credits claimed by all taxpayers exceeds either limit amount, it shall allow credits only up to those amounts on a first come, first served basis.

(b) The department shall establish an application process to determine the amount of credit available to be claimed. The receipt of the application by the department shall determine priority for the credit. Subject to the provisions of item (5), contributions must be made on or before June 30, 2016, in order to claim the credit. The credit must be claimed on the return for the tax year that the contribution is made.

(2) A taxpayer may not claim more than sixty percent of their total tax liability for the year in contribution toward the tax credit authorized by subsection (B)(1). This credit is not refundable.

(3) If a taxpayer deducts the amount of the contribution on the taxpayer's federal return and claims the credit allowed by this proviso, then the taxpayer must add back the amount of the deduction for purposes of South Carolina income taxes.

(4) The department shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (B). Also, the department shall develop a method of informing taxpayers if the credit limit is met at any time during Fiscal Year 2015-2016.

(5) A person only may claim a credit pursuant to subsection (B) for contributions made between July 1, 2015, and June 30, 2016.

(E) A corporation or entity entitled to a credit under subsection (B) may not convey, assign, or transfer the credit authorized by this proviso to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(F) Except as otherwise provided, neither the Department of Education, the Department of Revenue, nor any other state agency may regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this proviso.

(G) (1) By August 1, 2015, each independent school must apply to the Education Oversight Committee to be considered an eligible institution for which it may receive contributions from a nonprofit scholarship funding organization for which the tax credit allowed by this proviso is allowed. The Education Oversight Committee, as established in Chapter 6, Title 59, is responsible for determining if an eligible school meets the criteria established by subsection (A)(1), and shall publish an approved list of such schools meeting the criteria. If an independent school does not apply to be an eligible school, the independent school may not be published as an approved school, and contributions to that school shall not be allowed for purposes of the credit allowed by this proviso. The Education Oversight Committee must publish the approved list of schools on its website by September first of each year, and the list must include their names, addresses, telephone numbers, and, if available, website addresses. Also, the score reports and audits received by the Education Oversight Committee pursuant to items (2)(b) and (c) must be published with the list. The Education Oversight Committee shall summarize or redact the score reports if necessary to prevent the disclosure of personally identifiable information. For this purpose, it also shall promulgate regulations further enumerating the specifics of this criteria. In performing this function, the Education Oversight Committee shall establish an advisory committee made up of not more than nine members, including parents, and representatives of independent schools and independent school associations. The advisory committee shall provide recommendations to the Education Oversight Committee on the content of these regulations and any other matters requested by the Education Oversight Committee.

(2) An independent school's application for consideration as an eligible institution must contain:

(a) the number and total amount of grants received from each nonprofit scholarship funding organization in the preceding fiscal year;

(b) student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by the school receiving or entitled to receive scholarship grants pursuant to this proviso in the previous fiscal year;

(c) a copy of a compilation, review, or compliance audit of the organization's financial statements, conducted by a certified public accounting firm; and

(d) a certification by the independent school that it meets the definition of an eligible school as that term is defined in subsection (A)(1) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(3) Any independent school not determined to be an eligible school pursuant to the provisions of this proviso may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.

(4) The Education Oversight Committee, after consultation with its nine-member advisory committee, may exempt an independent school having students with exceptional needs who receive scholarship grants pursuant to this proviso from the curriculum requirements of subsection (A)(1)(d).

(H) (1) By August first of each year, each nonprofit scholarship funding organization must apply to the department to be considered an eligible organization for which its contributors are allowed the tax credit allowed by this proviso. If a nonprofit scholarship funding organization does not apply, the organization may not be published as an approved organization, and contributions to that organization shall not be allowed for purposes of the credit allowed by this proviso. A nonprofit scholarship funding organization's application must contain:

(a) the number and total amount of grants issued to eligible schools in the preceding fiscal year;

(b) for each grant issued to an eligible school in the preceding fiscal year, the identity of the school and the amount of the grant;

(c) an itemization and detailed explanation of any fees or other revenues obtained from or on behalf of any eligible schools;

(d) a copy of the organization's Form 990 or other comparable federal submission that indicates the provisions of the Internal Revenue Code under which the organization has been granted exempt status for purposes of federal taxation;

(e) a copy of a compilation, review, or audit of the organization's financial statements, conducted by a certified public accounting firm;

(f) the criteria and eligibility requirements for scholarship awards; and

(g) a certification by the organization that it meets the definition of a nonprofit scholarship funding organization as that term is defined in subsection (A)(4) and that the report is true, accurate, and complete under penalty of perjury in accordance with Section 16-9-10.

(2) By receiving the application materials and approving the organization as an eligible organization pursuant to item (1), the department is not determining that the organization meets all of the requirements of a qualified nonprofit scholarship funding organization and the organization remains subject to examination as provided for pursuant to subsection (I).

(3) The department has authority to disclose the names of qualifying nonprofit scholarship funding organizations to the Education Oversight Committee. The department also may disclose to the Education Oversight Committee the names of organizations that applied but were not qualified by the department and those organizations whose eligibility has been revoked in accordance with subsection (I)(2), as well as the reason the application of the organization was not accepted or the reason its qualification was revoked.

(4) By September first of each year, the Education Oversight Committee must publish on its website a list of all qualifying nonprofit scholarship funding organizations, provided by the department, to include their names, addresses, telephone numbers, and, if available, website addresses. Also, the results of the audit required by item (1)(e) must be published with the list.

(I) (1) The department has authority to oversee, audit, and examine the nonprofit scholarship funding organizations, including determining whether the nonprofit scholarship funding organization is being operated in a manner consistent with the requirements for an IRC Section 501(c)(3) organization or is in compliance with any other provision of this proviso.

(2) (a) If at any time during the year, the department has evidence, through audit or otherwise, that a nonprofit scholarship funding organization is not being operated in a manner consistent with the requirements for operating an IRC Section 501(c)(3) organization or is not in compliance with any other provision of this proviso, the department immediately may revoke the organization's participation in the program and must notify the organization and the Education Oversight Committee in writing of the revocation.

(b) Notice of revocation may be provided to the organization by personal delivery to the organization, by first class mail to the last known address of the organization, or by other means reasonably designed to provide notice to the organization.

(c) Any donations made following the date the notice of revocation is received by the organization or in the case of delivery by mail ten days after the notice of revocation was mailed, will not qualify for the credit and the donated funds must be returned to the donor by the organization. This proviso shall not limit the department's authority to deny any tax credit or other benefit provided by this proviso if the circumstances warrant.

(d) (i) Within thirty days after the day on which the organization is notified of the revocation, the organization may request a contested hearing before the Administrative Law Court. Within thirty days after a request for a contested case hearing is received by the Administrative Law Court, an administrative law judge shall hold the contested case hearing and determine whether the revocation was reasonable under the circumstances. The department has the burden of proof of showing that the revocation was reasonable under the circumstances. The revocation is "reasonable" if the department has some credible evidence to believe that the organization is not being operated in a manner consistent with the requirements for operating an IRC Section 501(c)(3) organization or is not in compliance with any other provision of this proviso. The decision made by the administrative law judge is final and conclusive and may not be reviewed by any court. If the organization does not request a contested case hearing within thirty days of the immediate revocation, the revocation shall become permanent.

(ii) If the administrative law judge determines that the revocation was reasonable, the administrative law judge shall remand the case to the department to issue a department determination for permanent revocation within the time period determined by the judge. The organization may appeal this department determination in accordance with Section 12-60-460. At the contested case hearing on the department determination, the parties can raise new issues and arguments in addition to those issues and arguments previously presented at the revocation hearing.

(iii) If the administrative law judge determines that immediate revocation is not reasonable, the revocation shall be lifted and the organization may resume accepting donations and award scholarships hereunder. The department may still issue a department determination in accordance with Section 12-60-450(E)(2).

(iv) If at any time during the process, the department believes the organization is in compliance, the department, in its sole discretion, may reinstate the organization and notify the Education Oversight Committee.

(v) Following the permanent revocation of a nonprofit scholarship funding organization, the Education Oversight Committee has the authority to oversee the transfer of donated funds of the revoked organization to other nonprofit scholarship funding organizations.

(J) A nonprofit scholarship funding organization may transfer funds to another nonprofit scholarship funding organization, especially in the event that the organization cannot distribute the funds in a timely manner or if the organization ceases to exist. None of the funds that are transferred by one nonprofit scholarship funding organization to another may be considered by the former organization when calculating its administrative expenses.

SECTION 1A - H630-DEPARTMENT OF EDUCATION-EIA

1A.1. (SDE-EIA: Prohibition on Appropriation Transfers) The amounts appropriated herein for aid to subdivisions or allocations to school districts shall not be transferred or reduced and must be expended in accordance with the intent of the appropriation. However, transfers are authorized from allocations to school districts or special line items with projected year-end excess appropriations above requirements, to allocations to school districts or special line items with projected deficits in appropriations.

1A.2. (SDE-EIA: African-American History) Funds provided for the development of the African-American History curricula may be carried forward into the current fiscal year. For Fiscal Year 2014-15 not less than seventy percent of the funds carried forwarded must be expended for the development of additional instructional materials by nonprofit organizations selected through a competitive bids process by the Department of Education. Priority must be given to organizations that have already produced materials that are currently being used by schools and outreach programs that reflect African-American culture and history and that support literacy efforts.

1A.3. (SDE-EIA: Teacher Evaluations, Implementation/Education Oversight) The Department of Education is directed to oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of Juvenile Justice under the ADEPT model.

1A.4. (SDE-EIA: Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has instructional personnel shall receive an allocation from the line item “Alloc. EIA - Teacher/Other Pay” in Part IA, Section 1, XII.F.2. for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases. The South Carolina Governor’s School for the Arts and Humanities and the South Carolina Governor’s School for Science and Mathematics are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.

The funds appropriated herein in the line item "Alloc. EIA-Teacher/Other Pay" must be distributed to the agencies by the Executive Budget Office.

1A.5. (SDE-EIA: Work-Based Learning) Of the funds appropriated in Part IA, Section 1, XII.A.1. for the Work-Based Learning Program, $75,000 shall be used by the State Department of Education to provide for regional professional development in contextual methodology techniques and integration of curriculum, and professional development in career guidance for teachers and guidance counselors and training mentors. Pilot-site delivery of contextual methodology training in mathematics will be supported by technology and hands-on lab activities. In addition, $500,000 shall be allocated for Regional Career Specialists. Each Regional Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technology Education, State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and Technology Education, State Department of Education. The Office of Career and Technology Education, State Department of Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and Means Committee on accomplishments of the Career Counseling Specialists. Of the funds appropriated in the prior fiscal year, unexpended funds may be carried forward to the current fiscal year and expended for the same purposes.

1A.6. (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and $166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement;

(5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

1A.7. (SDE-EIA: Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, XII.C.2 Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, XII.H. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

1A.8. (SDE-EIA: Arts in Education) Funds appropriated in Part IA, Section 1, XII.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award.

1A.9. (SDE-EIA: Teacher Supplies) All certified public school teachers, certified special school classroom teachers, certified media specialists, and certified guidance counselors who are employed by a school district or a charter school as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of up to two

hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district these funds shall be disbursed in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's 2015 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended 2015 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision.

1A.10. (SDE-EIA: Teacher of the Year Awards) Of the funds provided herein for Teacher of the Year Awards, each district Teacher of the Year shall receive an award of $1,000. In addition, the State Teacher of the Year shall receive an award of $25,000, and each of the four Honor Roll Teachers of the Year will receive an award of $10,000. To be eligible, districts must participate in the State Teacher of the Year Program sponsored by the State Department of Education. These awards shall not be subject to South Carolina income taxes.

1A.11. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes.

1A.12. (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining goals for improvements. Of the technical assistance funds allocated to below average or at-risk schools each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff, assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures of technical assistance shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January first of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to $6,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education.

The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to

whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

1A.13. (SDE-EIA: Proviso Allocations) In the event an official EIA revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1A specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office. No allocation for teacher salaries shall be reduced as a result of this proviso.

1A.14. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for Career and Technology Education, nor required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with disabilities who have Individualized Education Programs.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the seventy-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

(i) the transaction amount;

(ii) the name of the payee; and

(iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete

explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of Education to exercise its authority to grant waivers under Regulation 43-261.

1A.15. (SDE-EIA: Teacher Salary Supplement) The department is directed to carry forward prior year unobligated teacher salary supplement and related employer contribution funds into the current fiscal year to be used for the same purpose. Any unexpended funds in teacher salary supplement may be used to fund shortfalls in the associated employer contribution funding in the current fiscal year.

1A.16. (SDE-EIA: Dropout Prevention and High Schools That Work Programs) The Department of Education must report annually by December first, to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee on the effectiveness of dropout prevention programs funded by the Education and Economic Development Act and on the High Schools that Work Programs' progress and effectiveness in providing a better prepared workforce and student success in post-secondary education. The department, school districts, and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal that were allocated for High Schools That Work.

1A.17. (SDE-EIA: Assessment) The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the same purpose. Reimbursements shall resume in the current fiscal year for PSAT.

1A.18. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's In$ite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.19. (SDE-EIA: Core Curriculum Materials) The funds appropriated in Part IA, Section 1, XII.A.3 for instructional materials for core curriculum shall be expended consistent with the requirements of Section 59-31-600 of the 1976 Code requiring the development of higher order thinking skills and critical thinking which should be integrated throughout the core curriculum instructional materials. Furthermore, the evaluation criteria used to select instructional materials with funds appropriated in Part

IA, Section 1, XII.A.3 shall include a weight of up to ten percent of the overall criteria to the development of higher order thinking skills and critical thinking.

1A.20. (SDE-EIA: Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XII.E.2 for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified staff's Professional Development plan. The Department of Education's professional development tracking, prescriptive and electronic portfolio system for certified staff is the preferred method for demonstrating technology proficiency as this system is aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

1A.21. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee.

1A.22. (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.

1A.23. (SDE-EIA: Reading) Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade three, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades four through eight. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.

Fifty percent of the funds shall be allocated to school districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. Fifty percent of the funds shall be allocated to the Department of Education to provide districts with research-based strategies and professional development and to work directly with schools and districts to assist with implementation of research-based strategies. When providing professional development the department and school districts must use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall provide for an evaluation to review first year implementation activities and to establish measurements for monitoring impact on student achievement.

1A.24. (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic risk of school failure, which include funds for Act 135 Academic Assistance, summer school, reduce class size, alternative schools, parent support and family literacy, must be allocated to school districts based two factors: (1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics. At least eighty-five percent of the funds allocated for students classified as at academic risk must be spent on instruction and instructional support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families. Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met on grades three through eight in reading and mathematics state assessments. Public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the number of students at academic risk of school failure served.

1A.25. (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to $500,000 may be expended for gifted and talented teacher endorsement and certification activities. The balance of EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts. No more than twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of other professional development services. The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards.

1A.26. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Of the funds appropriated and/or authorized for assessment, up to $4,600,000 shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

1A.27. (SDE-EIA: Adult Education) A minimum of thirty percent of the funds appropriated for adult education must be allocated to school districts to serve adult education students between the ages of seventeen and twenty-one who are enrolled in programs leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate (WorkKeys). The remaining funds will be allocated to districts based on a formula which includes factors such as target populations without a high school credential, program enrollment the previous school year, number of students making an educational gain the previous school year, and performance factors such as number of high school credentials and career readiness certificates awarded the previous school year. Overall levels of state funding must meet the federal requirement of state maintenance of effort. Each school district must collect information from both the student and the school including why the

student has enrolled in Adult Education and whether or not the student is pursuing a GED or Diploma. The school district must then provide a quarterly report to the Department of Education and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the information.

1A.28. (SDE-EIA: Clemson Agriculture Education Teachers) The funds appropriated in Part IA, Section XII.F.2 for Clemson Agriculture Education Teachers must be transferred to Clemson University PSA to fund summer employment of agriculture teachers and to cover state-mandated salary increases on that portion of the agriculture teachers' salaries attributable to summer employment.

1A.29. (SDE-EIA: Incentive for National Board Certification After June 30, 2010) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010 shall be paid a $5,000 salary supplement in the year of achieving certification. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The $5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed ten years of the national certificate. However, the $5,000 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer whereby teachers who are United States citizens or permanent resident aliens apply to the National Board for Professional Teaching Standards for certification on or after July 1, 2010. Should the program not be suspended, up to nine hundred applications shall be processed annually. Of the funds appropriated in Part IA, Section 1, XII.C.2. for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of teachers applying to the National Board for Professional Teaching Standards for certification.

1A.30. (SDE-EIA: Full-Day 4K) For the current school year, eligible students residing in a school district with a poverty index of seventy percent or greater may participate in the South Carolina Early Reading Development and Education Program. Public and private providers will be reimbursed for instructional costs at a rate of $4,218 per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $550 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and

the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1A.31. (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, XII.A.1 Aid to Districts shall be dispersed to school districts based on the number of weighted pupil units.

1A.32. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

1A.33. (SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section XII.A.1 Aid to Districts according to Proviso 1A.31 for the current fiscal year, the department shall direct funds appropriated in Section XII.A.1 Aid To Districts to school districts and special schools for supplemental support of programs and services for students with disabilities, to meet the estimated maintenance of effort for IDEA. Funds provided for the maintenance of effort for IDEA may not be transferred to any other purpose and therefore are not subject to flexibility. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average Daily Membership. For continued compliance with the federal maintenance of efforts requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of effort requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a manner that is disproportionate to the level of overall reduction to state programs in general. By December 1, 2015, the department must submit an estimate of the IDEA MOE requirement to the General Assembly and the Governor.

1A.34. (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, $800,000 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally certified programs in career and technology education representing the automotive, construction, engineering, healthcare, mechanical contracting/construction, and hospitality tourism career clusters. Organizations applying for a grant must do so by July first and the Department of Education must award a minimum of one grant of at least $150,000 in at least four of

these specified career clusters to be used exclusively for career and technology education. The recipient industry organization must conduct end-of-course exams graded by a national industry organization and must include in their grant request how the money will be spent to further industry-specific career technology education; a description and history of their program nationally and within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August first of the following year, the organization must submit to the department a report detailing how the grant increased industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs; student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors about the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must submit a semi-annual programmatic and financial report on the last day of December in addition to the final report due August first that has been audited by a third party accounting firm.

1A.35. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

1A.36. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section 1, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

1A.37. (SDE-EIA: Career and Technology Education Consumables) A maximum of twenty-five percent of the funds appropriated for Modernize Vocational Equipment, Career and Technology Education may be utilized to purchase textbooks, instructional materials and other consumables used in classroom instruction. The department may carry forward unexpended Modernize Vocational Equipment and Tech Prep funds to be used for the same purpose.

1A.38. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be $49,796. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

The statewide minimum teacher salary schedule used in Fiscal Year 2012-13 will continue to be used in Fiscal Year 2015-16.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers.

Funds appropriated in Part IA, Section 1, XII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1A.39. (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards.

1A.40. (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT) With funds appropriated in the current fiscal year, the Department of Education, school districts, the Department of Juvenile Justice and special schools of the state may continue implementation of the ADEPT program. Governing boards of public institutions of higher education may provide by policy or regulation for a tuition waiver for the tuition for one three-hour course at that institution for those public school teachers who serve as supervisors for full-time students completing education degree requirements. Unexpended funds appropriated for this purpose may be carried forward from the prior fiscal year into the current fiscal year and expended for the same purposes.

1A.41. (SDE-EIA: Assessment Preparation) From the funds appropriated in Part IA for Assessment Preparation, the Department of Education shall institute a plan reviewing the strengths and weaknesses of students on national assessments such as, but not limited to, the SAT, ACT, WorkKeys, GED, Advanced Placement exams, and International Baccalaureate exams. The department shall use reports that analyze student strengths and weaknesses to provide guidance to local school districts.

1A.42. (SDE-EIA: National Board Certification Incentive) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a $7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The $7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate.

However, the $7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer the programs whereby teachers who are United States citizens or permanent resident aliens, and who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010, may receive a loan equal to the amount of the application fee. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 shall have one-half of the loan principal amount and interest forgiven when the required portfolio is submitted to the national board. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 who attain certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standards for certification under previous appropriation acts, shall receive reimbursement of their certification fee as prescribed under the provisions of the previous appropriation act. Funds collected from educators who are in default of the National Board loan shall be retained and carried forward by the department. The department may retain up to ten percent of the funds collected to offset the administrative costs of loan collection. All other funds shall be retained by the department and used for National Board loan purposes. Of the funds appropriated in Part IA, Section 1, XII.C.2 for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program for teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification.

Provided, further, that in calculating the compensation for teacher specialists, the Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification.

1A.43. (SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

1A.44. (SDE-EIA: STEM Centers SC) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

1A.45. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also focus on creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

1A.46. (SDE-EIA: Aid to Districts Draw Down) For the current fiscal year, in order to draw down funds appropriated in Part IA, Section 1, XII.A.1, Aid to Districts, school districts, Palmetto Unified District and the Department of Juvenile Justice must work with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no later than September first, of the current fiscal year. The department must report to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee and the Chairman of the Senate Education Committee by September thirtieth, of the current fiscal year, on any districts that failed to submit an updated plan.

1A.47. (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1A.48. (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

1A.49. (SDE-EIA: Teach for America SC) Because Teach For America SC receives EIA funds in the current fiscal year, school districts that partner with Teach For America SC are required to provide to Teach For America SC by September first annually, information on the prior year's academic achievement of students who were directly taught by Teach For America corps members. The information must be in a format that protects the identity of individual students and must include state assessment data as appropriate.

1A.50. (SDE-EIA: EOC-South Carolina Autism Society) Of the funds appropriated in Section 1A, XII.F, Partnerships, Education Oversight Committee (A85), $500,000 must be transferred in quarterly installments from the Education Oversight

Committee to the South Carolina Autism Society for the Autism Parent-School Partnership Program. Beginning October 10, 2015, the South Carolina Autism Society shall provide a quarterly accounting report to the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee and the Education Oversight Committee.

1A.51. (SDE-EIA: CHE/CERRA) The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further, CERRA will continue implementing a long-range plan for approving additional TF programs at other public, four-year institutions who wish to be considered to host a TF program, provided the proposed programs meet the requirements set forth by the CERRA Board of Directors. CERRA will publish TF program criteria and requirements prominently on its website. Any institution who applies but is not selected to host a TF program will be informed in writing of the basis for the selection decision and be offered technical support if the institution elects to reapply. Any institution that applies but is not selected to host a TF program may appeal to the Commission on Higher Education.

1A.52. (SDE-EIA: Surplus) For Fiscal Year 2015-16, EIA surplus funds from the prior fiscal year and not otherwise appropriated or authorized must be carried forward and expended on the following items:

1. EOC - Partnerships for Innovation - $900,000;
2. Allendale County School District - $150,000;
3. Modernize Vocational Equipment - $1,501,307;
4. Assessment/Testing - $7,300,000; and
5. Digital Music Materials as provided in FY 2014-15 - up to $625,000.

Any additional funds carried forward and not otherwise appropriated or authorized may be used for Instructional Materials.

If excess EIA revenues are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

1A.53. (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to the South Carolina Public Charter School District, the district must require each charter school to submit a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.

The South Carolina Public Charter School District must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information.

1A.54. (SDE-EIA: South Carolina Public Charter School District Funding) The funds appropriated in Part IA, Section XI - South Carolina Public Charter School District must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District shall receive $1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District shall receive $3,600 per weighted pupil. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175.

1A.55. (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, $500,000 must be allocated to support up to three low-achieving schools in designing and planning for implementation innovative, research-based strategies focused on recruiting and retaining highly effective teachers and on increasing time-on-task through the amount of time, the quality of instruction and the engagement of students. The committee will assist the schools in determining the evidence that will be collected to measure the effectiveness of the initiative and in identifying resources to support the initiative and in collaborating with TransformSC.

1A.56. (SDE-EIA: Public Charter School District Hold Harmless) For Fiscal Year 2015-16, the South Carolina Public Charter School District must use up to $3,000,000 in prior year carry forward funds to hold its schools harmless from any reduction in funds as a result of changes to the EFA weightings in the current fiscal year.

1A.57. (SDE-EIA: TransformSC) Of the funds appropriated to the Education Oversight Committee for Partnerships for Innovation, at least $400,000 shall be allocated to the TransformSC public-private project.

1A.58. (SDE-EIA: Palmetto Priority School) Of the funds appropriated for EAA-Technical Assistance, up to $2,200,000 must be expended to provide $200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year, but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide $200,000 to each qualifying school, the $200,000 shall be reduced on a pro-rata basis.

1A.59. (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by November first. The Department of Education and the Office of First Steps to School Readiness must provide any information required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.

1A.60. (SDE-EIA: BabyNet Early Intervention Autism Therapy) The $814,348 in funds appropriated in this act to the Office of First Steps to School Readiness for BabyNet Autism Therapy must be used only to increase the BabyNet autism therapy provider hourly rate and the individual hourly pay of line therapists during the current fiscal year. The Office of First Steps must consult with the Department of Disabilities and Special Needs regarding the implementation of these increases. The Office of First Steps

must ensure that, prior to payment, these line therapists meet all current state requirements. It is the intent of the General Assembly that these monies be used solely for the purpose of increasing the BabyNet autism therapy provider rate to $13.58 per hour and the hourly pay to individual line therapists being increased to a minimum of $10.00 per hour. Quarterly, the Office of First Steps must send a letter to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee reporting on their compliance with the requirements of this proviso. The report must include information regarding the expenditure of state funds as well as the receipt and expenditure of Federal Medicaid funds associated with the program.

1A.61. (SDE-EIA: Charter School Funding-Chartered by Institution of Higher Education) Pupils enrolled in a brick and mortar charter school authorized by an approved institution of higher education located in this state shall receive $3,600 per weighted pupil and pupils enrolled in a virtual charter school authorized by an approved institution of higher education located in this state shall receive $1,900 per weighted pupil from the funds appropriated in Part IA, Section XI - South Carolina Public Charter School - Institution of Higher Education. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175, of the 1976 Code.

1A.62. (SDE-EIA: Technology Professional Development) Of the funds appropriated in Section XII.C.3 for Professional Development, $4,000,000 shall be designated for use as professional development for the use of classroom technology. Funds designated for technology-related professional development shall be distributed to each school district or special school in proportion to the previous year's one hundred thirty-five day average daily membership. Districts must report by June fifteenth of the current fiscal year on the amount of funds expended, the types of activities funded by the district, and the number of teachers participating in the activity on a form prescribed by the department.

1A.63. (SDE-EIA: Technology/Device Pilot Project) For the current fiscal year, the Department of Education is authorized to utilize up to $4,500,000 of available carry forward funds, not including CDEPP or 4K funds, for the purchase of electronic devices and digital content. The Department of Education may select up to six school districts to participate in this pilot project. For purposes of this pilot, digital content is not defined as the digital equivalent of printed instructional material. Districts receiving approval from the State Board of Education may purchase devices and digital content directly from a state approved vendor.

In order to best serve schools and students within the school district, the school district must develop an implementation plan listing the devices and digital content by grade level and subject and the implementation plan must be presented to the local school board in a public meeting for approval and be made available to the public on the school district website prior to the public school board meeting.

The department must provide a certification form for a local school board on behalf of the school district to approve in a public meeting, have signed by the board chairman and district superintendent requesting approval for funding based on the number of students in the schools participating in the pilot. The department must develop the certification form with the intent of assisting school districts with meeting State Board of Education approval.

Upon school board approval, and no later than July twenty-fifth, the certification form and the detailed plan must be submitted to the department for State Board of Education approval. The State Board of Education must notify the school district of their

decision to approve or disapprove no later than August fifteenth. If a school district does not receive State Board of Education approval the valid cause along with measurements necessary for the school district to meet approval must be provided to the local school board. The school district may make the required adjustments to their implementation plan and resubmit their certification form and plan to the State Board of Education for subsequent approval no later than ten days from the date of resubmission.

The school district may utilize no more than ten percent of the funds for professional development on the use of the acquisitions and must utilize no less than ninety percent of the funding received for the acquisition of devices and digital content. If approved the school district is required to ensure that all participating students in the pilot have access to the curriculum needed without regard to the student's home internet access capabilities.

The school district shall establish rules and policies that provide for the reasonable care and safety of the materials to include reasonable penalties for abuse, destruction, and loss and excluding ordinary wear and tear, provide for reimbursement by the pupils, their parents or legal guardians.

No later than December 15, 2015, the department shall provide a report outlining the implementation and use in the selected districts to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee and the Chairman of the House Education and Public Works Committee.

1A.64. (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved districts experiencing excessive turnover of classroom teachers on an annual basis.

(B) During Fiscal Year 2015-16, CERRA shall develop eligibility requirements and applications for individual educators, school districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

(1) Eligible districts identified by CERRA as experiencing greater than twelve percent average annual teacher turnover, as reported on the districts' five most recent district report cards issued by the South Carolina Department of Education, may make application to participate in the program.

(2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

(3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program in accordance with proviso 1A.57 of this Act.

(4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be made available to individuals providing instructional services in other eligible districts.

(C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education subsidies, professional development, and mentorship to be provided to classroom educators that offer instructional services in eligible districts. The incentives and implementation shall be developed in consultation with the State Department of Education and the Education Oversight Committee, and shall provide incentive options for eligible individuals at all stages of their careers, including high-school and college or university students interested in entering the teaching profession.

(D) CERRA shall report by January 15, 2016 to the Governor, President pro Tempore of the Senate, and Speaker of the House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number and demographics of individuals potentially eligible for each.

(E) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal years and used for the same purpose.

1A.65. (SDE-EIA: Project Read) Of the funds appropriated in Section 1A. XII.A.3 for Reading, $500,000 must be used for teacher in-service training and professional development related to Project Read. The department may set accountability guidelines to ensure that funds are spent in accordance with the proviso.

1A.66. (SDE-EIA: Reading Coaches) (A) Funds appropriated for Reading Coaches must be allocated to school districts by the Department of Education as follows:

(1) for each elementary school in which twenty percent or more of the students scored Not Met on the reading and research test in the most recent year for which such data are available, the school district shall be eligible to receive the lesser of either up to $62,730 or the actual cost of salary and benefits for a full-time reading coach; and

(2) for each elementary school in which fewer than twenty percent of the students scored Not Met on the reading and research test during the same period, the school district shall be eligible to receive the lesser of either up to $31,365 or fifty percent of the actual cost of salary and benefits for a full-time reading coach. A school district must provide local support for state funds provided under this paragraph. School districts may use existing local funds currently used for reading assistance as the local support.

(B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures, except for districts that either are currently, or in the prior fiscal year, were paying for reading coaches with local funds. A district may, however, assign a reading coach to a primary school rather than to the elementary school to improve the early literacy skills of young children.

(C) Funds appropriated for Reading Coaches are intended to be used to provide elementary schools with reading coaches, who shall serve as job-embedded, stable resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement. Reading coaches shall support and provide initial and ongoing professional development to teachers based on an analysis of student assessment and the provision of differentiated instruction and intensive intervention. The reading coach shall:

(1) model effective instructional strategies for teachers by working weekly with students in whole, and small groups, or individually;

(2) facilitate study groups;

(3) train teachers in data analysis and using data to differentiated instruction;

(4) coaching and mentoring colleagues;

(5) work with teachers to ensure that research-based reading programs are implemented with fidelity;

(6) work with all teachers (including content area and elective areas) at the school they serve, and help prioritize time for those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms;

(7) help lead and support reading leadership teams; and

(8) The reading coach must not be assigned a regular classroom teaching assignment, must not serve as an administrator, must not perform administrative functions that deter from the flow of improving reading instruction and reading performance of students and must not devote a significant portion of his or her time to administering or coordinating assessments.

(D) No later than February 1, 2016, the Department of Education must publish guidelines that define the minimum qualifications for a reading coach for Fiscal Year 2015-16. These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

(1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist,

(2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or

(3) holds a master's degree or higher in reading or a closely related field.

Within these guidelines, the Department of Education must also establish a process for Fiscal Year 2015-16 through which an elementary school may be permitted to use some or all of the allocation granted under subsection (A) in order to obtain in-school reading coaching services from a department-approved consultant or vendor, in the event that the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

(E) The Department of Education must develop procedures for monitoring the use of funds appropriated for Reading Coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education may receive up to $100,000 of the funds appropriated for Reading Coaches in order to implement this program, provided that this allocation does not exceed the department's actual costs.

(F) Prior to the close of the current fiscal year, any remaining funds for Reading Coaches, but no more than $5,000,000, shall be distributed by the Department of Education among the school districts containing elementary or primary schools that were eligible for and which elected to receive funding under subsection (A)(1) of this proviso; these funds shall be distributed in proportion to these districts' relative shares of students who scored Not Met on the research and reading test in the most recent year for which such data are available. Funds distributed under this subsection must be used exclusively to support reading related professional development opportunities for teachers that lead to the literacy add-on endorsement.

(G) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading coach; as well as the school in which the coach is assigned along with the rationale for how the school selection was made; and

(2) any school district receiving funding under subsection (F) to account for the specific amounts and uses of such funds.

(H) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading coaches by school and on the expenditure of professional development funds for

opportunities for teachers to earn the literacy endorsement. The department shall also report the amount of funds that will be carried forward.

(I) Funds appropriated for Reading Coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

(J) For Fiscal Year 2015-16, if increased funding for reading coaches is not sufficient to provide additional reading coaches at each elementary school then the funding must be targeted to the areas of greatest need based on the number of students substantially failing to demonstrate reading proficiency as indicated on the prior year's state assessment.

1A.67. (SDE-EIA: Digital Instructional Materials) The Department of Education shall create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts who wish to receive both the digital version and class sets of textbooks may be awarded that option. Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility. Digital Instructional Materials shall include the digital equivalent of materials and devices.

1A.68. (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward from the full-day 4K program from the previous fiscal year, the Department of Education is authorized to expend up to $800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. The department, in consultation with the Office of First Steps, will select up to three formative assessments that analyze the early literacy and language development of children in publicly funded prekindergarten. Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last forty-five days of the school year. School districts and private providers will be allocated $15 per child assessed to cover the cost of the formative assessment. School districts and private providers are required to report electronically the results of each individual assessment to the department using a form that must include the unique student identifier and any other information prescribed by the department. In turn, the department will provide the assessment data to the Education Oversight Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student to admission to prekindergarten.

Furthermore, $2,000,000 of the funds appropriated for half-day programs for four-year-olds and funds carried forward from assessment must be expended by the Department of Education to administer the Developmental Reading Assessment® 2nd Edition

PLUS to implement the progress monitoring system required by the Read to Succeed Act of 2014 and to evaluate the early literacy and language competencies of each child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of once during the first forty-five days of the school year and once during the last forty-five days of the school year with the results collected by the department. The results of the assessments and the developmental intervention strategies recommended or services needed to address each child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a student admission to kindergarten. Districts are given the option of designating up to two days of the one hundred eighty day school calendar to administer the assessment to kindergarten students. The department will also provide the results of the assessment of kindergarten students to the Education Oversight Committee. With available funds, the department will also provide or secure training for appropriate educators in how to administer the assessment. In addition the department may pilot in kindergarten classes one or more comprehensive readiness assessments that address the other domains in numeracy, approaches to learning, social and emotional development, and physical well-being in the current school year.

1A.69. (SDE-EIA: Teacher Supply Study) With funds appropriated to the Center for Educator Recruitment, Retention, and Advancement (CERRA), in concert with the Commission on Higher Education, the Department of Education, and the Education Oversight Committee, CERRA shall initiate and conduct a study to identify and project the number of additional teachers needed annually in public school classrooms for grades K5 through 12, for school years beginning 2017 through 2027. The purpose of the study shall be to: (1) provide specific data and projections on the number of teachers expected to be needed as compared to the number available, by Subject Areas Taught as indicated in CERRA's annual Supply and Demand Report, and with a focus on critical need subject areas; (2) determine whether, individually and collectively, teaching programs at applicable institutions of higher learning in South Carolina have the capacity and infrastructure to fulfill projected needs in item (1); and (3) provide data for general use in estimating the fiscal impact of any new or revised programs being considered to incent more talented individuals to enter teacher training programs and more highly qualified teachers to remain in the profession for longer periods of time.

1A.70. (SDE-EIA: Statewide Assessment Procurement) With the funds appropriated and carried forward for assessment, the Department of Education, in consultation with the State Board of Education and the Education Oversight Committee pursuant to Section 59-18-320 of the 1976 Code, is directed to issue a procurement for a statewide assessment to students in grades 3 through 8 in English/language arts and mathematics that meet the requirements of the Education Accountability Act as amended by Act 200 of 2014. The assessment must be a rigorous, achievement assessment that measures student mastery of the SC College- and Career-Ready Standards, that provides timely reporting of results to educators, parents, and students, and that measures each student's progress toward college and career readiness.

In addition, the Department of Education, in consultation with the State Board of Education and the Education Oversight Committee pursuant to Section 59-18-320, is directed to issue a procurement for a statewide assessment of students in grade 11 that meets the requirements of the Education Accountability Act as amended by Act 155 of 2014. The procured assessments are to be administered in school year 2015-16.

1A.71. (SDE-EIA: CDEPP Unexpended Funds) For Fiscal Year 2015-16, the Office of First Steps to School Readiness is directed to retain the first $2,000,000 of any unexpended CDEPP funds from the prior fiscal year and expend these funds to

enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. No later than April 1, 2016, the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

By August first, the Office of First Steps is directed to allocate any unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the purposes:

1. Department of Education - $4,250,000 for full-day 4K; and.

2. Education Oversight Committee - $2,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

If any funds are remaining, they shall be transferred to the Department of Education to be expended only on full day 4K.