SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA

EIA and Improvement Mechanisms Subcommittee

Monday, October 13, 2014
10:00 AM, Room 433, Blatt Building

I.	Welcome and Introductions	Alex Martin
II.	Approval of Minutes of September 22, 2014 Meeting	Alex Martin
III.	Update on FY2015-16 Budget Process	Melanie Barton
IV.	Public Comments from Existing Entities Funded with EIA Revenues	Alex Martin

Adjournment

Subcommittee Members:
Alex Martin, Chair
Phillip Bowers, Vice-Chair
Margaret Anne Gaffney
Deb Marks
Rep. Joe Neal
Rep. J. Roland Smith
David Whittemore

David Whittemore
CHAIR
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Mick Zais

Melanie D. Barton
EXECUTIVE DIRECTOR

Minutes
EIA and Improvement Mechanisms Subcommittee
September 22, 2014
2:00 P.M., Room 433 Blatt Building

Subcommittee Members Present: Alex Martin (Chair); Phillip Bowers (Vice-Chair), Margaret-Anne Gaffney, Deb Marks, Rep. Joe Neal, Rep. J. Roland Smith

Other EOC Members Present: Rep. Andy Patrick

EOC Staff Present: Kevin Andrews; Melanie Barton; Rainey Knight; Bunnie Ward; and Dana Yow

Welcome and Introductions
Mr. Martin opened the meeting by asking members of the subcommittee and those in attendance to introduce themselves. He asked that the update on the FY2015-16 budget be moved to the top of the agenda. There being no objection, the agenda was revised.

Fiscal Year 2015-16 Budget Process
Mrs. Barton responded that all EIA-funded programs and agencies must complete the budget and program report required by law. The agencies and programs have been asked to describe how the program or its initiatives address the Profile of the Graduate. The Profile of the Graduate was developed by the South Carolina Association of School Administrators and adopted by the SC Chamber of Commerce and the TransformSC initiative. The subcommittee agreed to meet prior to the full EOC meeting on October 13 to hold budget hearings.

Report on Educational Credit for Exceptional Needs Children (ECENC) Program
Mrs. Barton provided an overview of the report, noting that the information provided was self-reported by the nonprofit scholarship organizations participating in the program. Rep. Patrick asked for clarification on the best practices polices that four of the nonprofit scholarship funding organizations follow.

2014 Summer Reading Camp Report
Dr. Knight presented the report on the Summer Reading Camp Pilot Analysis conducted during the summer of 2014. Twenty school districts participated in the pilot. Reading growth for third graders in the pilot showed a gain of 3.7 months. Rep. Neal requested an analysis of the data to include only third grade students in the Not Met 1 and Not Met 2 categories for reading based on the 2014 PASS data.

There being no other business, the meeting adjourned.

	Line Item(s)	Total EIA Appropriation FY2014-15
1	Aid to Districts	$37,386,600
2	Student Health and Fitness Act – Nurses	$6,000,000
3	TECH Prep	$3,021,348
4	Modernize CTE Equipment	$6,682,406
5	Arts Curricular Grants	$1,487,571
6	Adult Education	$13,573,736
7	Students at Risk of School Failure	$79,551,723
8	High Schools that Work	$2,146,499
9	Education Economic and Development Act (EEDA)	$6,013,832
10	Assessment/Testing	$27,261,400
11	Reading	$6,542,052
12	Instructional Materials	$20,922,839
13	EAA -Technical Assistance	$8,800,000
14	PowerSchool/ Data Collection	$7,500,000
15	CDEPP- SCDE	$34,324,437
16	EIA -Four-Year-Old Child Development	$15,513,846
17	Teacher of the Year	$155,000
18	Teacher Quality	$372,724
19	Teacher Salary Supplement & Fringe Benefits	$143,407,443
20	National Board Certification	$55,500,000
21	Teacher Supplies	$13,596,000
22	Professional Development	$5,515,911
23	ADEPT	$873,909
24	Technology	$10,171,826
25	Transportation	$12,575,684
26	Education Oversight Committee	$1,643,242
27	Center for Educational Partnerships – USC	$715,933
28	SC Council on Economic Education - USC	$300,000
29	Science P.L.U.S.	$503,406
30	Centers of Excellence – CHE	$787,526
31	Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion	$350,000
32	Center for Teacher Recruitment, Retention and Advancement	$4,435,725
33	SC Program for Recruitment of Minority Teachers	$339,482
34	Teacher Loan Program	$5,089,881
35	ScienceSouth	$500,000
36	S^2TEM Centers SC	$1,750,000
37	Teach For America SC	$3,000,000
38	SC ETV – Public Education and Infrastructure	$4,829,281
39	SC Youth ChalleNGe Academy- Not Included	$1,000,000
40	Literacy & Distance Learning (Patriots Point)	$415,000
41	Regional Education Centers (Commerce)	$1,302,000
42	SC Public School Charter District	$56,253,692
43	Office of First Steps to School Readiness	$26,200,685
	Subtotal:	$628,312,639

Red denotes programs administered by at SCDE

	Line Item(s)	Total EIA Appropriation FY2014-15
	Other:	
	Other Agencies Teacher Salary	$11,532,710
	SCDE Personnel & Operations	$7,750,918
	TOTAL EIA Appropriations:	$647,596,267

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Aid to Districts

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$37,736,600**

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

Mellanie Jinnette

Mailing Address: **1429 Senate Street, Room 308, Columbia, SC 29201**

Telephone Number: **803-734-3605**

E-mail: **mjinnett@ed.sc.gov**

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

_X 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

__ 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.)

Provisos 1A.34; 1A.55

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?

__X_ 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 objectives of this program are 2 fold: to ensure continued levels of funding for classrooms and to (2) to ensure special education Maintenance of Effort is maintained at the state and local levels.

According to the provisos directing this funding, funds must be first determined to meet the MOE requirements before the Aid to District component can be determined.

Districts must also submit a school safety plan before Aid to District funding can be released.

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?

Audited financial data is collected each year to ensure program financial viability.

The Department of Education reviews student and financial data at the 45th and 135th days of school to ensure the state is meeting state maintenance of effort for special education students.

The appropriation is split between funding for special education and Aid to Districts to be used as needed by SC school districts.

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 appropriation gives districts additional funding to serve their special education population. This funding also ensures that the State meets its Maintenance of Effort for special education programs as required by the federal Individual's with Disabilities Education Act (IDEA).

In the 2013-14 school year, after the review of 135-day data, the state was able to reduce its level for MOE and increase the Aid to District portion of the appropriation.

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.

The major outcome is to ensure that Maintenance of Effort (MOE) requirements of service to special education statewide are met. After review of the 135-day student and financial date, the MOE was met and the level of payment of MOE was surpassed by approximately $4 million thus increased the Aid to District funding.

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____Yes

__X__ No

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

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

____Yes

____ No

If no, why not?

No requirement for evaluation

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?

A reduction in this appropriation could affect the Maintenance of Effort Calculations for special education funding at the state level.

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?

At the current levels, MOE will continue to be met as long as adequate state dollars are provided to fund programs for special needs. As the funding increases for the Education Finance Act, this funding in time could be eliminated. However, the funding for EFA is not at the levels estimated by the Board of Economic Advisors (Estimate FY 14 $2,771 – Actual FY 14 $2,101)

AID TO DISTRICTS

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA - Recurring	$37,736,600	$37,386,600
EIA - Non-recurring		
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$37,736,600**	**$37,386,600**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$37,736,600	$37,386,600
Other: Transfers		
Balance Remaining		$0
TOTAL:	**$37,736,600**	**$37,386,600**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: **Student Health and Fitness Act (SHFA) - Nurses**

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$6,000,000**

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

Andrea M. Williams, RN, BSN, MSN

Mailing Address:

(803) 734-1998

Telephone Number:

E-mail:

awilliams@ed.sc.gov

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: Funding for elementary school nurses began in 2007-08 as part of the Students Health & Fitness Act (SHFA) and was funded solely with general funds through 2010-2011. In 2011-2012 funding for elementary school nurses was provided from general funds and EIA funds. The combined amounts from general funds and EIA funds do not fully cover the actual salaries and fringe benefits for one school nurse per elementary school.

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:

TITLE 59. EDUCATION * CHAPTER 10. PHYSICAL EDUCATION, SCHOOL HEALTH SERVICES, AND NUTRITIONAL STANDARDS

SECTION 59-10-210. Funding for licensed nurses for elementary schools. [SC ST SEC 59-10-210] Beginning with the 2007-08 school year, the General Assembly, annually in the General Appropriations Act, shall appropriate funds to the Department of Education to provide licensed nurses for elementary public schools. The State Department of Education shall make these funds available through a grant program and shall distribute the funds to the local school districts on a per school basis.

SECTION 59-10-370. Funding for implementation of chapter. [SC ST SEC 59-10-370]
Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

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

2014-2015 Appropriation Act 286

1.61. (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.

[Retrieved from: http://www.scstatehouse.gov/query.php?search=DOC&searchtext=H63&category=BUDGET&year=2014&version_id=7&return_page=&version_title=Appropriation%20Act&conid=7363615&result_pos=0&keyval=28245&numrows=10)]

Regulation(s):

None applicable

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

___ Yes

_**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.)

Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 students with disabilities may require nursing services in order to provide a free appropriate public education.

- SC passed the Students with Special Health Care Needs Act in 2005 which requires an individual healthcare plan (IHP) for students with special health care needs even if they do not qualify for a federal 504 plan (Section 59-63-80 of the SC Code of Laws). The development of the IHP is consistent with the scope of practice for registered nurses as described in the Nurse Practice Act (Section 40-33 of the SC Code of Laws). The services agreed upon by those required to sign off on the plan could require nurses to provide the services.

- Many students require medication and/or medical treatments to fully participate in their educational program; and the administration of medications and medical treatments falls within the scope of nursing practice (Section 40-33 of the SC Code of Laws).

Purpose

To assure quality healthcare services for students during school in an effort to help each student meet his/her educational goals; and it facilitates school attendance by keeping students in class for learning to occur.

Goal for SHFA Funding

To meet the national standards of having a full-time licensed nurse for each school with minimum ratios of RN school nurses-to-students as follows:

- 1:750 for students in the general population
- 1:225 in the student populations requiring daily professional school nursing services or interventions
- 1:125 in student populations with complex health care needs, and
- 1:1 as necessary for individual students who require daily and continuous professional nursing services.

Objectives for 2014-2015 School Year

1. To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.
2. To maintain or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.
3. To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population.

References

- National Association of School Nurses (NASN). (2010). Caseload Assignments. Retrieved from http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/7/Caseload-Assignments-Revised-2010
- Healthy People 2020. (2014). Educational and Community-based Programs Objective ECBP-5. Retrieved from: http://www.healthypeople.gov/2020/topicsobjectives2020/objectiveslist.aspx?topicId=11

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?

Funds to assist with elementary school nurses' salaries and benefits are distributed to local school districts via a non-competitive formula grant.

Total Students Health & Fitness Funds Available for Elementary School Nurses (2012-2013 General Funds & EIA Funds)	Total Requested by Grant Recipients for One Elementary School Nurse Per Elementary School (2012-2013)
$26,817,177	$43,114.43

To assist school districts with integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control employ a State School Nurse Consultant to provide the following services:

1. Technical assistance via e-mail and phone.
2. Information sharing via listservs for school nurses and school health services contacts and web pages on the SC Department of Education's and SC Department of Health & Environmental Control's websites.
3. Orientation for Nurses Practicing in South Carolina's School Settings: The "Orientation for Nurses Practicing in South Carolina's School Settings" is a three-day course designed to complement a school district's orientation for recently hired nurses by providing an introduction to issues pertinent to successful nursing practice within a coordinated school health framework. There is no registration fee for this course; however participants are responsible for costs related to travel, lodging and meals. Participants earn nursing continuing education contact hours. During FY 2013-2014, the Orientation was held November 20-22, 2013 (78 participants representing 29 local education agencies).
4. Annual School Nurse Conference: The Annual School Nurse Conference is a major source of nursing continuing education contact hours for South Carolina's school nurses. During FY 2013-2014, the Conference was held on January 24-25, 2014 (425 participants).
5. School Nurse Program Advisory Committee (SNPAC): School districts are invited to assign a registered nurse to participate as a member of the SNPAC. The State School Nurse Consultant organizes committee meetings and serves as the chairperson. The SNPAC meets three (3) times each school year to:
   - review current health status indicators of South Carolina's school-aged children,
   - develop or revise standards, procedures, and/or policies for statewide dissemination,
   - offer input for the development of new school nursing initiatives and/or program changes,

- review materials for school health services programs,
- identify ways to maximize the available health care resources, and
- provide guidance regarding continuing education programming for school nurses.
- SNPAC meeting dates for FY 2013-2014 were October 24, 2013, February 29, 2014, and May 1, 2014.

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.

School nurses submitted data for the two-week period, January 26, 2014 thru February 8, 2014 as a snapshot of the number of student and staff encounters for which they provided nursing services. An encounter represents each student or staff member for which nursing services were provided during the survey period. Multiple nursing services may have been offered during an encounter. See the tables below. The data suggest that during the 2013-14 school year 223,762 students were provided direct school health services by school nurses each school day (223,762 student encounters / 10 days) and that each nurse provided direct health services for approximately 29 students each school day (223,762 students / 1,144.93 nurse FTEs). Mass screening activities were not counted as part of the Two-Week Encounters Survey. The data collected for the two-week survey (January 26 – February 8, 2014) was adversely effected due to school closings throughout the state of South Carolina as a result of inclement winter weather.

While the Students Health & Fitness Act funding focuses on providing elementary school nurses, its impact may extend beyond the elementary grades because school districts are encouraged in the grant application to use supplanted funds to improve their nursing infrastructure for other grades. Thus data for elementary, middle, and high schools are included below.

SCHOOL NURSE ENCOUNTERS & SERVICE DESCRIPTIONS TWO WEEKS: JANUARY 26, 2014 THROUGH FEBRUARY 8, 2014 (PRELIMINARY DATA)					
Data Element	**Elementary**	**Middle**	**High**	**Other***	**TOTAL**
Student Encounters	135,403	49,292	34,841	4,226	22,3762
Student Medications	53747	19461	12046	2336	87590
Student Illness Treatments	51491	20308	15811	1454	89064
Student Injury Treatments	17769	6023	3774	524	28090
Student Health Counseling	32462	13536	10388	802	57188
Parent/Teachers Communication	52666	14176	10473	1327	78642
Students Returned to Class	123180	44716	31366	3604	202866
Students Sent Home	10725	3970	3312	242	18249
Students Sent for Immediate Care	252	121	137	4	514
Staff Encounters	84429	3188	3964	422	16003

*Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

SCHOOL NURSE ENCOUNTERS – SPECIAL PROCEDURES FOR STUDENTS* TWO WEEKS: JANUARY 26, 2014 THROUGH FEBRUARY 8, 2014 (PRELIMINARY DATA)					
Special Procedures*	**Elementary**	**Middle**	**High**	**Other****	**TOTAL**
Catheterization	636	157	314	29	1136
Tracheostomy Care	94	16	20	18	148
Suctioning	114	32	116	21	283
Diabetes Monitoring	8053	5364	3214	298	16934
Tube Feeding	1615	211	305	89	2220
Nebulizer Treatments	1019	218	58	185	1313
Toileting/Diapering	3164	9667	724	1	4894
Ventilator Management	9	3	8	0	21
Dressing Change	168	73	750	0	316
Screening (Not Mass Screening)	2816	498	418	161	3893
TOTAL	17693	7538	5252	675	31158

*This table does not reflect all of the special procedures provided; only those for which data were specifically requested.

** Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

In addition to the services represented by the Two-Week Encounters Survey, school nurses:

- provided health screening and referral services,
- developed Individual Healthcare Plans (IHPs) for students with certain chronic health conditions as required under Section 59-63-80 of the SC Code of Laws, nurse's developed 36, 351 IHPs; and participated in the development of 6,007, 504 Accommodation Plans (504 Plans).
- reported 1,171 instances of suspected child abuse or neglect or sexual abuse to DSS and/or law enforcement, and
- conducted 779 home visits.

The data in the following tables provide additional information regarding screening and referral services and IHPs and 504 Plans.

Students with IHPs and 504 Plans
(Preliminary data from the 2013-2014 School Nurse End of the Year Survey)

Chronic Health Conditions Table 1

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	**Mid**	**High**	**Other**	**Total**	**Elem**	**Mid**	**High**	**Other**	**Total**	**Elem**	**Mid**	**High**	**Other**	**Total**
ADD/ADHD	20951	9703	8861	1653	41168	20835	1050	590	244	4719	1220	1050	1077	99	3446
Allergies (Severe)	8622	2919	4130	629	16300	5425	1659	1252	351	8687	337	104	84	25	550
Asthma	26528	10950	10957	1910	50345	9810	3491	2642	817	16760	303	131	154	34	622
Diabetes	673	702	1164	107	2646	531	557	891	80	2059	1525	141	223	25	541
Epilepsy	1947	749	1099	278	4073	1222	392	533	217	2364	117	56	107	19	299
Psychiatric Disorders*	2557	1487	2248	397	6689	361	199	209	34	803	181	207	220	41	649
Sickle Cell Anemia	519	173	220	39	951	206	86	92	22	406	27	23	31	4	85
Total	61797	26683	28679	5013	122172	20390	7434	6209	1765	35798	2337	1712	1896	247	6192

*The count for "Psychiatric Disorders" includes depressive disorders, anxiety disorders, phobias, conduct disorders, and pervasive developmental disorders.

Students with IHPs and 504 Plans (Continued)
(Preliminary data from the 2013-2014 School Nurse End of the Year Survey)

Other Health Conditions

Health Condition	# Conditions					# with IHP					# with 504 Plan					# Declining IHP				
	E	M	H	O	T	E	M	H	O	T	E	M	H	O	T	E	M	H	O	T
Nervous System Disorder	413	249	761	110	1533	156	68	98	79	401	36	22	39	1	98	10	0	129	0	139
Digestive System Disorder	602	266	369	70	1307	168	36	59	42	305	38	13	28	8	87	3	0	38	0	41
Cardiovascular Disorder	454	292	397	19	1162	103	65	67	5	240	10	13	15	0	38	7	0	1	4	12
Ear/Hearing Disorder	455	116	116	41	728	133	9	8	8	158	56	34	23	2	115	4	0	1	0	5
Eye/Visual Disorder	351	125	74	110	660	24	11	5	95	135	29	14	18	3	64	3	0	0	0	3
Orthopedic Disorder	295	98	185	15	593	106	34	39	6	185	16	10	16	1	43	2	0	6	0	8
Immune System Disorder	452	21	73	10	556	27	5	13	6	51	10	5	11	0	26	5	0	1	1	7

Skin Disorder	276	79	42	22	419	26	7	3	0	36	5	4	1	0	10	5	0	0	0	5
Muscular System Disorder	165	43	130	24	362	52	20	40	17	129	27	18	23	2	70	1	0	12	0	13
Excretory Disorder	131	85	80	8	304	36	14	7	3	60	10	5	5	2	22	0	0	0	0	0
Blood Disorder	120	44	73	6	243	40	24	16	1	81	9	9	4	0	22	1	0	1	1	3
Endocrine System Disorder	79	62	63	19	223	39	16	12	13	80	7	5	4	1	17	0	0	2	2	4
Respiratory System Disorder	71	57	21	9	158	55	14	11	9	89	8	4	3	1	16	2	0	0	0	2
Cancer/Tumor	79	20	32	5	136	29	10	11	1	51	10	9	13	2	34	1	0	0	0	1
Reproductive System Disorder	2	0	3	0	5	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Total	3945	1557	2419	468	8389	995	333	389	285	2002	271	165	203	23	662	44	0	191	8	243

Screening and Referral Services
(Preliminary data from the 2013-2014 School Nurse End of the Year Survey)

Screening	# Students Screened	# Referred	# Referrals Completed	% of Referrals Completed
Blood Pressure	52698	1099	571	52
BMI	72834	2299	207	9
Dental	138158	9799	4848	49
Hearing	265289	4680	2808	60
Postural	4093	109	32	29
Vision	336339	22063	10649	48
Total	869411	40049	19115	48

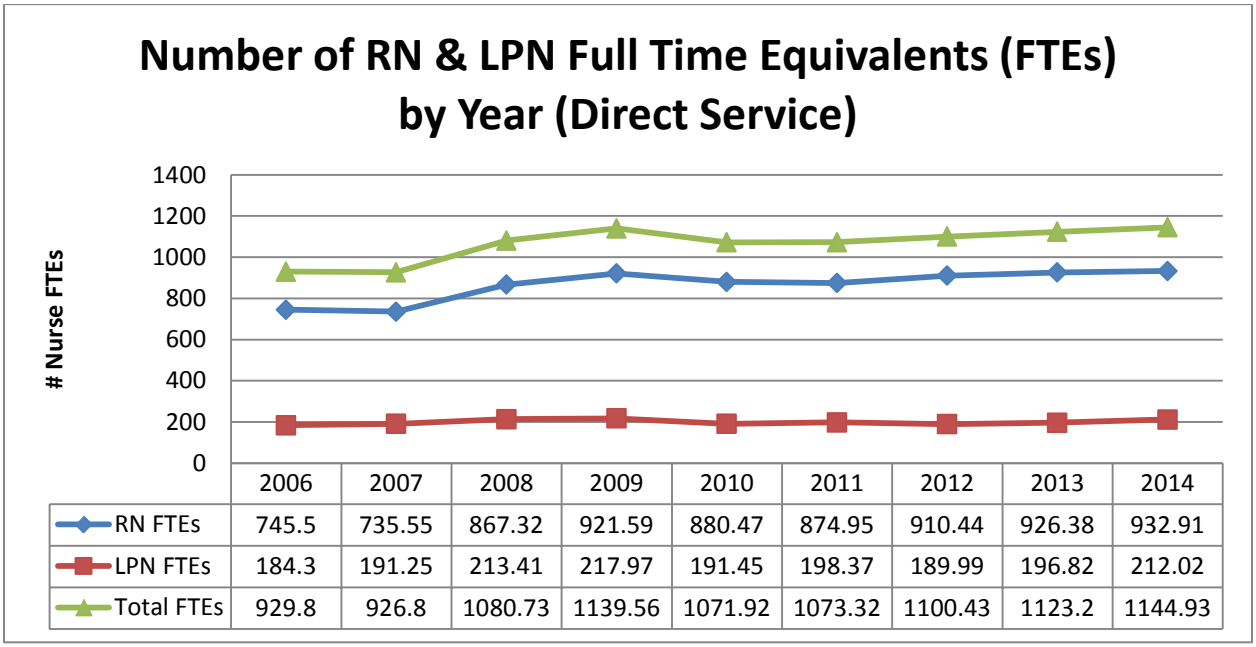
Question 6: What are the outcomes or results of this program?

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.

Data Source: School Nurse Staffing Survey



	2006	2007	2008	2009	2010	2011	2012	2013	2014
RN FTEs	745.5	735.55	867.32	921.59	880.47	874.95	910.44	926.38	932.91
LPN FTEs	184.3	191.25	213.41	217.97	191.45	198.37	189.99	196.82	212.02
Total FTEs	929.8	926.8	1080.73	1139.56	1071.92	1073.32	1100.43	1123.2	1144.93

Objective 2: To maintain or increase the percentage of schools with a full-time (FT) licensed nurse employed to provide direct nursing services for students.

Data Source: School Nurse End of the Year Surveys (Preliminary Data)

Elementary School Nurse Staffing

School Year	# Elem Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	645	495	117	612 (94.9%)
2009-10	664	500	118	618 (93.1%)
2010-11	664	491	109	600 (90.4%)
2011-12	659	492	109	601 (91.2%)
2012-13	686	524	107	631 (91.9%)
2013-14	684	516	103	619 (90.5%)

Middle School Nurse Staffing

School Year	# Middle Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	234	158	38	196 (83.8%)
2009-10	231	160	29	189 (81.8%)
2010-11	236	162	32	194 (82.2%)
2011-12	237	159	36	195 (82.3%)
2012-13	237	167	31	198 (83.5%)
2013-14	237	164	34	198 (83.5 %)

High School Nurse Staffing

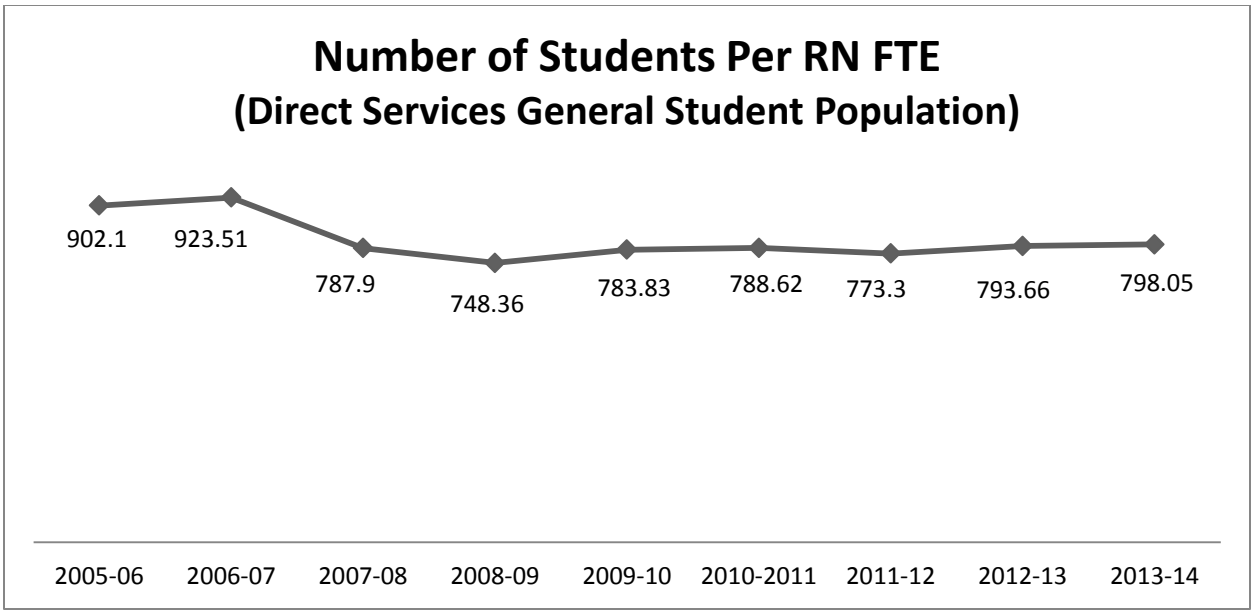
School Year	# High Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	186	127	28	155 (83.3%)
2009-10	186	126	29	155 (83.3%)
2010-11	190	127	32	159 (83.7%)
2011-12	196	128	32	160 (81.6%)
2012-13	204	134	34	168 (82.4%)
2103-14	202	133	30	163 (80.7%)

Other School Nurse Staffing (Schools that do not fit elementary, middle, or high category.)

Year	# Other Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	54	44	8	52 (96.3%)
2009-10	40	27	6	33 (82.5%)
2010-11	37	23	7	30 (81.1%)
2011-12	43	27	5	32 (74.4%)
2012-13	49	32	8	40 (81.6%)
2013-14	72	47	14	61 (84.8 %)

Objective 3: To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population. (Goal: 1:750)

Data Source: School Nurse Staffing Survey



Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

_____**Yes**

___**X**__ **No**

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

Not applicable, this program has not been evaluated.

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

____**Yes**

__**X**__ **No**

If no, why not?

No funding is available for evaluation.

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?

Any reductions will be passed to the school districts. Local school districts depend on funding made available pursuant to the Students Health and Fitness Act to provide the nursing services that allow students access to a free appropriate public education and that support a safe learning environment for our students. A reduction in EIA funding may force school districts to reduce even further the number of nurses that they employ.

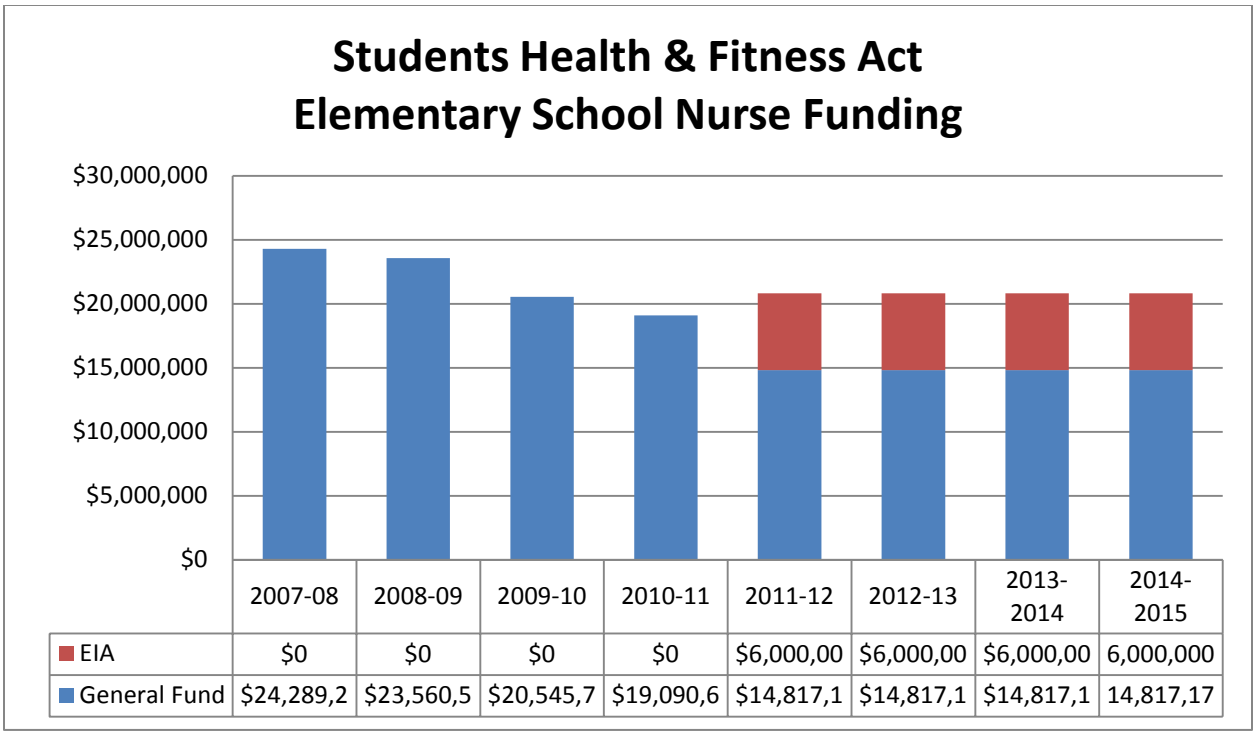
Question 9:

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?

If EIA funding is not appropriated at the FY 2014-2015 funding level for FY 2015-2016 school districts will likely reduce the number of school nurses. The end result will be that students may not receive the services that are designed to keep them healthy and in school where they can learn. School faculty and staff morale may suffer as health services tasks are shifted. Reductions in other areas of school budgets have already resulted in additional duties for faculty and staff (including school nurses). Many faculty and staff have stated that they are reluctant to take responsibility for health services students. With the high acuity level of students being served in schools, this reluctance is understandable.

A funded mandate for school nurses is needed to assure a stable school nurse work force to meet the needs of students every school day. A funded mandate will allow for consistent nurse staffing among districts and program planning that can focus on increasing the number of students with individual healthcare plans in place, completed referrals, and other services that directly impact a student's ability to perform up to her/his potential.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-2014	2014-2015
EIA	$0	$0	$0	$0	$6,000,00	$6,000,00	$6,000,00	6,000,000
General Fund	$24,289,2	$23,560,5	$20,545,7	$19,090,6	$14,817,1	$14,817,1	$14,817,1	14,817,17

STUDENT HEALTH & FITNESS ACT

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$6,000,000	$6,000,000
General Fund	$20,297,502	$20,297,502
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$26,297,502**	**$26,297,502**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$26,297,502	$26,297,502
Other: Transfers		
Balance Remaining	$0	$0
TOTAL:	**$26,297,502**	**$26,297,502**
# FTES:		

EIA Program Report for Fiscal Year 2014-2015

Coversheet

EIA-Funded Program Name: **Tech Prep**

Current Fiscal Year: **2014-2015**

Current EIA Appropriation: **$3,021,348**

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

Susan Flanagan

Telephone Number:

(803) 734-8412

E-mail: sflanagn@ed.sc.gov

Question 1: History of the program: 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

___ 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 in the current fiscal year

___ 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:

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

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

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Chapter 43

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

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

__X_ Yes

____ 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

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

The program's short-term objectives for 2014-2015 are as follows:

1. to help provide school-based and work-based learning educational opportunities for students in grades 7-12;
2. to coordinate, specifically, the activities related to South Carolina Job Shadow Day;
3. to support building and district-level data collection and reporting related to all school and ELO/WBL activities via the Power School (PS) student data reporting system;
4. to provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning to instructors and students;
5. to support the career guidance and counseling components of the Education and Economic Development Act; and
6. to work with districts and schools to provide contextual methodology training to teachers, especially math, and science teachers.

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?

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?

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize ELO/WBL activities, and support school career guidance and counseling efforts. Over 1,400 educators participated in the 2014 Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming and a national certification training focusing on contextual methodology training. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.

- Career specialists who support school and ELO/WBL experiences, many of whom are Global Career Development Facilitator certified, participated in the 2014 Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.

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

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

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- Approximately 100,000 students participated in at least one work-based learning activity.

- Seventeen courses were offered resulting in contextual methodology training for over 1,200 instructors.

- With almost 2,000 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!

(*)(**) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and ELO/WBL activity reporting atoms in SASI/PS, these data were collected differently, and professional development was managed differently during the 2008-09 school year. Note: Over 21,000 business partners participated in providing ELO/WBL activities during the 2013-14 school year.

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.

The results of this program include the following:

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

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

Question 7: Program Evaluations

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

March 2014

Has an evaluation ever been conducted?

_X___ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

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

_X___ Yes

_____ No

If yes, please prove URL link here.

If no, why not?

Hard copy available

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?

Additional funding cuts of 5% - 10% during the current fiscal year would result in a reduction of both salaries for the state's 12 Regional Career Specialists (RCS) and a reduction in services related to providing contextual methodology training as required by the 2005 Education and Economic Development Act. Realizing cuts in salaries and services is the only way to absorb additional funding support. These twelve RCS salaries are already extremely low for the services they provide, and such cuts result in significant challenges for these individuals.

One other option that could work in some cases would be to shorten the work year for the RCS to compensate for more significant funding cuts, and, that too, would result in additional service delivery cuts.

Additional funding cuts to flow-through funds to districts would result in reduction of services and, in all probability, furloughs or other personnel reduction decisions for positions supported by the funding. Specific decisions related to managing personnel and services are local decisions reported on CATE Local Plans.

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?

The objectives, activities, and priorities associated with the performance responsibilities of the 12 Regional Career Specialists (RCS) would not change. The extent to which services supporting activities would be reduced and priorities may be rearranged to focus on the most critical initiatives and priorities associated with job performance and service delivery. All of the RCS are GCDF nationally certified at the instructor level (GCDFI) and have much to offer the regions they serve.

Funding provided at the current level for 2014-15 would be managed as described in the two previous items with, perhaps, some additional consideration given to personnel reductions and/or performance responsibilities for those providing services supported by these funds.

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

TECH PREP- WORK BASED LEARNING

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$3,021,348	$3,021,348
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$3,021,348**	**$3,021,348**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,021,348	$3,021,348
Other:		
Balance Remaining	$0	$0
TOTAL:	**$3,021,348**	**$3,021,348**
# FTES:		

EIA Program Report for Fiscal Year 2014-2015

Coversheet

EIA-Funded Program Name: **Modernize CTE Equipment**

Current Fiscal Year: **2014-2015**

Current EIA Appropriation: **$6,682,406**

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

Susan Flanagan

Telephone Number: 803-734-8412

E-mail: sflanagn@ed.sc.gov

Question 1: History of the program: 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

___ 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 in the current fiscal year

___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:

59-53-1950

Proviso(s): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 101 of 2014.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

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

Short-term objectives for 2014-15:

a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken or who passed technical skill assessments that are aligned with industry-recognized standards if available and appropriate will remain constant at 87.5%.
b. 2012-13 was the first year that assessments were included along with final grades to establish new baseline data. Percentage should increase in 2014-15. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.
c. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be at least 94.0%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

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?

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?

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

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

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Funds were used to update equipment used by over 228,077 students in CATE courses in school districts and multi-district career centers.

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.

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 96.4% which exceeded the federal and state accountability goals.

Question 7: Program Evaluations

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

March 2014

Has an evaluation ever been conducted?

_X___ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

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

_X___ Yes

_____ No

If yes, please prove URL link here.

If no, why not?

Hard copy available

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?

Any additional cuts would directly further reduce the funds available to districts and career centers to purchase equipment necessary to maintain career and technology programs that meet industry standards and that use modern equipment.

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?

Priorities would remain to focus on high technology and high demand programs, but the number of programs (activities) and the extent that these programs can be supported would be limited.

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

MODERNIZE CTE EQUIPMENT

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$6,359,609	$6,682,406
General Fund	$322,797	
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$6,682,406**	**$6,682,406**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,682,406	$6,682,406
Other:		
Balance Remaining	$0	$0
TOTAL:	**$6,682,406**	**$6,682,406**
# FTES:		

EIA Program Report for Fiscal Year 2014-2015

Coversheet

EIA-Funded Program Name: **Arts Curricular Grants**

Current Fiscal Year: **2014-2015**

Current EIA Appropriation: **$1,487,571**

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

R. Scot Hockman

Telephone Number:

803-734-0323

E-mail:

shockman@ed.sc.gov

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 in the current fiscal year

_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:

The grant was first offered in 1989, as Target 2000 Arts in Education.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). This funding is authorized from the South Carolina General Assembly under the Education Improvement Act and the General Appropriations Act, 2014 S.C. Act 286, Proviso 1A.10.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.11. (SDE-EIA: XII.A.1-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. (General Appropriations Act, 2013 S.C. Acts 101, Proviso 1A.11)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts. The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding should promote the

development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. Proposals must address dance, music, theatre, and visual arts.

There are three types of Arts Curricular Innovation Grants: Strategic Planning Grants, Special Project Grants (SP/SP), and Distinguished Arts Program (DAP) Grants. Grants are awarded on the basis of an annual competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit a proposal. Any number of schools in a district may apply for a DAP or SP/SP grant provided the district is not an applicant of a DAP grant. DAP applicants must submit a three-year strategic plan for arts education as part of their grant application. Funding is not automatic as applicants must submit an application and recompete each year with an implementation year narrative.

Allowed expenditures are limited to those identified in the approved application and include funding to:
- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers and administrators.

Innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2010 South Carolina Academic Standards for the Visual and Performing Arts are embedded in the strategies and activities section of the grant.

Innovative practices might include strategies to engage students more effectively and rigorously in the study of the arts, thus increasing participation. These practices should be unique and not what one would do as a routine for the applicant. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the school or district needs assessment using the Opportunities to Learn Standards.

The applicant must plan for sustainability of the grant program after the funding period.

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?

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?

For the 2014-15 school year 82 funded grants were funded serving approximately 105,381 students. For the 2013-14 school year, 72 funded grants were awarded serving approximately 105,890 students as self-reported in the ACIG applications. For the 2012-13 school year, 73 grants were awarded serving over 78,000 students.

Grant writing workshops were provided throughout the year at various professional arts education conferences as well as the SCDE Research to Practice Institutes. In addition, three technical assistance sessions were held in Spring 2014, via Blackboard Collaborative and was archived for any interested applicant to view.

Grantees submit expenditure reports to the SCDE quarterly. Itemized lists of proposed budget expenditures are provided in the grant application. Actual itemized expenditures are provided in the grantees final reports.

South Carolina Arts Assessment Program

Distinguished Arts Program Grant recipients are given the option to participate in the South Carolina Arts Assessment Program (SCAAP) for fourth grade students in the arts disciplines of music and the visual arts. The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina’s Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. As a result of feedback from the SCAAP assessments, teachers have adjusted their long-range plans to better address both the implementation of the academic standards and the needs of their students.

Because the SCAAP assessments are based on the statewide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state. As a leader in arts assessment, SCAAP serves as a model for other states interested in measuring student achievement in the arts. The tests were administered in March and April 2014. This fall (2014), participating teachers and school principals will receive an in-depth report card detailing the assessment results for their students.

Current Development

Currently, SCAAP has two fully implemented assessments in music and visual arts. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2012-13, students from 34 schools participated in one or both of the fourth grade assessments. A total of 2,599 students participated in the music assessment, and 2,763 students participated in the visual arts assessment. SCAAP was initially developed under the previous South Carolina Curriculum Standards for the Visual and Performing Arts, and the assessments now have been realigned with the 2010 South Carolina Academic Standards for the Visual and Performing Arts. In the process, many items that did not align to the new standards were removed from the SCAAP item bank. A work session involving arts advisors from across the state to write new multiple-choice items that align with the 2010 standards was held in November 2011. A total of 109 new items were generated based on the fourth grade standards for both music and visual arts during the item retreat, and several items were piloted on the 2011-12 assessment and are being phased in over the next few years.

Research

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

This summer the SCDE Education Associate for the Visual and Performing Arts and the SCAAP Director presented two sessions on Analyzing and Reporting SCAAP Results at the First National Arts Assessment Conference in Bethesda, Maryland. As a result of this presentation the presenters were invited to present at the Fifth International Symposium on Music Assessment in Williamsburg, Virginia in February 2015.

Professional Development Arts Institutes

The SCDE sponsored 12 professional development arts institutes in 2014, with approximately 393 teachers and administrators. The arts institutes are held at various locations across South Carolina and are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition,

institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided. The Arts Curricula proviso provides that 33% of the funds be used for professional development arts institutes. Through these professional development arts institutes current research and findings in brain research impacting the arts is provided so participants can utilize this research to maximize student learning. Also, participants become reflective teachers so they can effectively assess their own teaching strategies and outcomes and make critical judgments about their teaching and methods to improve their instructional practices.

In addition to the SCDE sponsored institutes, individual schools and districts also use Arts Curricular Innovation funds for local professional development.

Schools and districts also use the funds to hire teaching artists to work with their students for one to two weeks or for extended residencies. Artists are also hired for long-term residencies in order to provide semester or yearlong residencies particularly in dance and theatre. In addition, funds are used to hire certified arts specialists.

Other grant activities include special performances, arts assemblies, fine arts day, field experiences, purchase of innovative supplies and equipment including African drums, Japanese drums, sheet music, scripts, lighting systems, sound systems, costumes, literary materials, kilns, printing presses, computers labs, and supporting software and hardware. Grants support after school programs, activities for gifted and talented and special needs populations, as well as strings programs.

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

According to student numbers provided in the 72 funded grant applications approximately 105,890 students are being served under the 2013-14 grants cycle. 78,000 students were affected by the Arts Curricular Innovation Grants in 2012-13.

Audience participation as result of the grants is in the thousands. This includes participation by student bodies, parents, and the school community at large. Participation includes assemblies, exhibition, and performances which are held as a result of the Arts Curricular Innovation Grants. In addition, grant activities that are implemented include programs and courses unique to the schools, programs involving community partnerships, establishment of arts academies, curriculum and assessment development, outreach programs, and in depth cultural understanding. Ongoing participation occurs due to equipment and programs that are purchased and sustained after the grant period.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants’ evaluations is

shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations hence teachers' needs. Approximately 393 teachers and administrators attended 12 professional development arts institutes in 2014. The topics of the institutes included: curriculum development, leadership, arts assessment, art technology, music technology, arts integration, and institutes for new teacher training and district arts coordinators. All institutes are standards-based and are offered for graduate credit.

A total of 5,107 fourth grade students participated in the South Carolina Arts Assessment Program multiple choice and performance tasks in both music and visual arts.

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.

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are position school and districts to grow standards-based arts programs. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. The grantee clearly describes how the applicant will continue the grant initiatives and sustain the grant activities after the funding period. As a result of this program, 105,381 students will participate in the arts activities through Arts Curricular Innovation Grant funding in 2014-15 as self-reported in the ACIG applications.

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

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results. 5,107 students participated in the SCAAP test in the spring of 2014.

Evaluations are given to the 393 teachers and administrators who participated in the professional development arts institutes. The evaluations are given during the post-institutes held during the fall.

Question 7: Program Evaluations

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

Grantee final report were submit by June 15, 2014

Has an evaluation ever been conducted?

_**X**___ **Yes**

_____ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required of each grantee and were due June 15, 2014.

Information required for each final report includes the following:

a. description of how the program was evaluated;
b. summary of the results, findings, and evaluation of the current grant implementation year;
c. list any accomplishments of arts program supported by grant funding and a clear explanation of how these accomplishments affected student achievement in the arts;
d. clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented;
e. clear description of the extent to which the goals and objectives were achieved and strategies were implemented;
f. clear explanation of the rationale for actual expenditures as they relate to the grant strategies and action steps; and
g. **For DAP recipients only,** a summary of plans for the continuation of the three-year strategic plan into year-two or year-three.

In addition to the narrative, the final report must also include the following support materials:

1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

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

_**X**___ **Yes**

_____ **No**

If yes, please provide URL link here.

This is the URL for information concerning submission of ACIG final evaluation reports.

http://ed.sc.gov/agency/programs-services/62/Arts_Curricular_Innovation_Grants.cfm

If no, why not?

Grantee evaluations are received in hard copy form and not posted online.

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 for this year would result in a decrease in funds that otherwise would be disbursed to Arts Curricular Innovation Grant recipients. Many programs are dependent on the grant program for their survival. Districts would have to eliminate some programs as a result of the program not being funded. This would be particular evident in rural districts.

Grant awards amounts have been reduced over past years in order to fund more grants to South Carolina schools and districts. The total Arts Curricula allocation of $1,487,571 will be expended in grants for the 2014-15 grant period. All funds will be disbursed. This year 89 schools and districts applied for 2014-15 ACIG. These applications amounted to a request of $1,595,985. As a result of requested amount exceeding the funded amount, $108,414 was requested in excess of the amount provided for this program.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

In 2006-07, the Arts Curricular Grants program was funded at $1,723,554. Reduction in the total grant allocation would result in quality grant applications not being funded. Recipients who have historically received these grants as well as new potential grantees would not be funded. DAP applicants would not be able to realize the potential of their three-year strategic plans on which the grant activities are based, thus providing a quality, comprehensive, and sequential arts education for their students.

In 2007-08, the SCDE sponsored 20 week long professional development arts institutes for over 500 teachers. In 2013-14, we had to reduce the number of institutes we offered to 12 institutes for 393 teachers and administrators.

The number of schools being served through the SC Arts Assessment Program has been reduced which means that feedback concerning school arts program and standards implementation is not being sent to schools which otherwise would have received an Arts Curricular Innovation Grant. Teachers rely on these results to allow them to adjust their long-range plans and to implement program improvements focusing on the implementation of academic standards and student achievement in the arts.

As school arts programs are being reduced and teachers who leave the work force are not being replaced, the Arts Curricular Innovation Grants help to sustain programs where they may otherwise be cut. Currently, grantees are dependent on this funding in order to sustain the quality comprehensive sequential arts programs which they have been able to provide their students. The arts career cluster is the second highest enrolled cluster. Arts Curricular Innovation Grants help allow these students to reach their potential through an arts major.

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

ARTS CURRICULA

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$1,187,571	$1,487,571
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer Out:		
Carry Forward from Prior Year	$12,185	$23,985
TOTAL:	**$1,199,756**	**$1,511,556**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,175,771	$1,511,556
Other:		
Balance Remaining	$23,985	$0
TOTAL:	**$1,199,756**	**$1,511,556**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Adult Education**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$13,573,736**

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

David Stout

Telephone Number:

803-734-8348

E-mail:

dstout@ed.sc.gov

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 in the current fiscal year

_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:

S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2012-2013, S.C. Acts 291, Provisos 1A.30

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

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Adult Education. [SC ADC 43-259]

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

_X_ Yes

____ 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission:
The mission of adult education is to provide academic programs to assist adults in increasing their literacy level, earn a high school credential, and acquire the skills for the workforce.
Plan, execute, and assess Adult Education. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community-based organizations, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers.
Current Annual Goals:
Provide instruction and services to assist students in the completion of a high school credential, entry-level job market skills, maintaining employment, enrollment in post secondary education, military enlistment, leaving public assistance. Provides academic training to parents through family literacy programs. Provide instruction to assist in the completion of a Career Readiness Certificate.

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?

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?

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

offered by the four Regional Adult Education Technical Assistance Centers (RAETAC) will lead to increased capabilities of instructional staff.

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

For FY2013-14, 47,189 citizens benefited from adult education programs: 4,225 students benefited from adult education literacy programs, 14,511 17-21-year-olds were served; 8,713 adults earned a high school credential. 10,240 Career Readiness certificates were earned. Within the Department of Corrections 3,044 inmates were provided academic services.

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.

Goals: 1) To increase the number of adults who earn a high school credential; 1a) In 2013-14, 8,713 adults earned their high school credential; students ages 17-21 earned 2,145 high school credentials; 2) To increase the number of Career Readiness Certificates issued; 2a) In 2013-14, 10,240 Career Readiness Certificates were issued; students ages 17-21 earned 2,819 Career Readiness Certificates. Since adult education programs began offering preparation classes for the WorkKeys test in 2006-07, 70,633 Career Readiness Certificates have been awarded to adult education students.

Question 7: Program Evaluations

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

Non-applicable

Has an evaluation ever been conducted?

_____ **Yes**

_X___ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

none conducted

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

_____ **Yes**

_X___ **No**

If yes, please prove URL link here.

If no, why not?

None available

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?

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff, restrict class offerings, and expenditures for materials and supplies whether future reductions are 5 or 10 percent. Possible impact from additional budget reductions are as follows: Classes will be shortened or cancelled, Staff reductions, Travel restrictions for staff development, Less access to new technology, Fewer funds to assist students with GED testing fees, and reduced summer classes.

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?

If no additional funds would be available during 2014-15, the number of adults completing a high school credential or a career readiness certificate will not continue to increase as in past years. The biggest impact on additional budget reductions is the state's lack of ability to meet mandated federal maintenance of effort or matching requirements. A dollar for dollar loss of federal funds is a strong possibility in the near future.

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

ADULT EDUCATION

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$13,573,736	$13,573,736
General Fund	$0	$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$13,573,736**	**$13,573,736**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,573,736	$13,573,736
Other:		
Balance Remaining	$0	$0
TOTAL:	**$13,573,736**	**$13,573,736**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Students at Risk of School Failure

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$79,551,723**

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

Mellanie Jinnette

Mailing Address:

1429 Senate Street, Room 308,Columbia, SC 29201

Telephone Number:

803-734-3605

E-mail:

mjinnett@ed.sc.gov

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:

59-63-1300 Alternative Schools

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

1A.25

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.)

Long term mission: To serve students in academic risk of school failure through alternative programs, reduced class sizes, and parenting family literacy programs.

Current Annual Objectives: To ensure funding is provided to districts so that they may continue to support programs already in place to assist teachers, students and their families.

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?

The appropriation is used to serve students who would need special assistance through reduced class sizes, remediation services or an alternative program setting.

For FY 2014-15, approximately, two-thirds of this funding was re-directed to the General Fund, specifically the Education Finance Act, to fund an add-on weighting to support students in need of academic assistance. The funding is allocated based on student test scores for 3-8 assessments and high school assessments.

Annual audited financial data is received from SC school districts to ensure financial viability of the program. Review of the most recent audited data indicate that school districts predominantly use this funding for teacher salaries to support the programs used to provide academic assistance to failing students.

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.

In 2013-14, students totally 650,000 we served by this funding. Because test scores were used, some student counts, especially in the lower grades will be duplicated.

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.

Students do continue to make strides in test scores in SC; however, future testing will need to be evaluated for success. Also changes to the USDA designation for poverty will change the participation of students based on the new definitions.

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____Yes

__X___ No

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

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

____Yes

____ No

If no, why not?

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?

Because this appropriation is 100% flow through funding to districts, any potential reductions would be borne by the districts.

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?

Districts would need to ensure proper funding levels for teacher salaries via other methods.

STUDENTS AT RISK SCHOOL FAILURESCHOOLS

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$136,163,204	$79,551,723
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$136,163,204**	**$79,551,723**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$136,163,204	$79,551,723
Other:		
Balance Remaining	$0	$0
TOTAL:	**$136,163,204**	**$79,551,723**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	High Schools That Work
Current Fiscal Year:	2014-15
Current EIA Appropriation:	$2,146,499
Name of Person Completing Survey and to whom EOC members may request additional information:	Tina Jamison
Mailing Address:	1429 Senate Street Rutledge Room 604C Columbia, SC 29201
Telephone Number:	803-734-3397
E-mail:	tjamison@ed.sc.gov

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:

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

Proviso(s): 1A.18

Regulation(s):

The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-10 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.

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

__X_ Yes

____ 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 goal of the program is for High Schools That Work sites to utilize the 10 key practices to improve student achievement.

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?

Sites are directed to the Southern Regional Education Board for technical assistance.

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.

No data from SCDE were tracked in regard to this program.

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.

No data from SCDE were tracked in regard to this program.

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?

January and February 2014 – HSTW/MMGW/CTCW Program Assessments and Surveys were given at targeted sites.

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

____Yes

__X_ No

If no, why not?

Southern Regional Education Board maintains records of the assessments and surveys given.

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 could not be offset. Flow-through monies to school districts would likely be reduced.

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?

Objectives, activities and priorities of the program would not change. No changes are recommended at this time.

HIGH SCHOOLS THAT WORK

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$2,146,499	$2,146,499
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year		$0
TOTAL:	**$2,146,499**	**$2,146,499**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,146,499	$2,146,499
Other: Sales Tax		
Balance Remaining	$0	$0
TOTAL:	**$2,146,499**	**$2,146,499**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: **Education and Economic Development Act**

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$6,013,832**

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

Mailing Address: 1429 Senate Street, Ste. 805, Columbia, SC 29210

Telephone Number: 803-734-8433

E-mail: **smoore@ed.sc.gov**

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: funded by EIA for the first time in 12-13, prior to 12-13, EEDA was general fund

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: Chapter 59 of Title 59

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

1A.18 (Dropout Prevention and High Schools That Work Programs) SDE must report annually 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.

1A.60 (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.

Regulation(s): State Board of Education (SBE) Regulation 43-274.1, At-Risk Students

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?

_X_ Yes

____ 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.)

Long-term Mission: To promote the development of a curriculum organized around a career cluster system that provides students with both strong academics and real world problem solving skills.

Objective: To provide districts funds, on a competitive basis, to continue serving targeted groups students at risk of not being adequately prepared for the next grade level.

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?

For 2013–14, approximately $4 million was available to be awarded to elementary, middle, and high schools in various districts to implement and/or continue targeted services to students at risk of not being prepared for or promoted to the next grade level.

No changes are planned for 2014–15.

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?

During school year 2013–14 approximately $4 million was awarded to a total of 106 schools representing 42 districts to continue the implementation evidence-based at-risk student intervention models. A portion of these funds was awarded to a total of 22 schools, representing 15 districts, to support evidence-based at-risk student initiatives during the summer break.

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

Regulations approved by the South Carolina Board of Education and the General Assembly in 2007 established desired outcomes or performance criteria based on the specific needs of the at-risk population and on the nature and structure of the particular model implemented in a district/school. End-of-the-Year Reports received from districts/schools revealed the following outcomes for 2013–14:

- The average daily attendance for students who participated in EEDA funded and/or endorsed programs was 95.5%.
- Ninety-five percent (95%) of schools reported a decrease in discipline referrals for students.
- One hundred percent (100%) of schools reported a more positive attitude toward school and learning.
- Sixty-eight percent (68%) of schools reported an increase of at least 0.5 of a point in the mean grade point average (GPA).
- One hundred percent (100%) of students who participated in EEDA funded and/or endorsed programs completed an Individual Graduation Plan (IGP).

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

_____Yes

__X_ No

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

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

____Yes

__ _ No

If no, why not?

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?

To absorb or offset a potential reduction, the amount of at-risk funding available to districts will decrease. As a result, fewer students would be served.

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?

If no additional EIA revenues are appropriated in 2015-16 above the current year's appropriation, the objectives, activities, and priorities will continue to be implemented as they currently are.

EEDA

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA - Recurring	$7,315,832	$6,013,832
EIA - Non-recurring		
General Fund		
Lottery		
Fees		
Other Sources		
Carry Forward from Prior Year	$1,129,694	$274,626
TOTAL:	**$8,445,526**	**$6,288,458**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services	$610,000	$513,832
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$7,560,900	$5,774,626
Other:		
Balance Remaining	$274,626	$0
TOTAL:	**$8,445,526**	**$6,288,458**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: **Assessment Testing**

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$27,261,400**

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

Leslie Dawes

Mailing Address:

SC Department of Education
1429 Senate St., Rm 200-B
Columbia, SC 29201

Telephone Number:

803-734-4944

E-mail: ldawes@ed.sc.gov

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

_X_ 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

__ 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:

- S. C. Code Ann § 59-18-100 (Supp. 2012)
- S. C. Code Ann § 59-18-110 (Supp. 2012)
- S. C. Code Ann § 59-18-120 (Supp. 2012)
- S. C. Code Ann § 59-18-310 (Supp. 2012)
- S. C. Code Ann § 59-18-320 (Supp. 2012)
- S. C. Code Ann § 59-18-350 (Supp. 2012)
- S. C. Code Ann § 59-18-360 (Supp. 2012)
- S. C. Code Ann § 59-18-900 (Supp. 2012)
- S. C. Code Ann § 59-18-910 (Supp. 2012)
- S. C. Code Ann § 59-18-920 (Supp. 2012)
- S. C. Code Ann § 59-18-930 (Supp. 2012)
- S. C. Code Ann § 59-18-950 (Supp. 2012)
- S.C. Act 155 of 2014
- S.C. Act 200 of 2014

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

1A.3 (SDE-EIA: XII.B – Half Day Program for Four-Year Olds)

1A.16. (SDE-EIA: School Districts and Special Schools Flexibility)

1A.19. (SDE-EIA: Assessment)

1A.29. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams)

1A.45. (SDE-EIA: Summer Exit Exam Cost

1A.58. (SDE-EIA: South Carolina Success Program)

1A.76. (SDE-EIA: Prekindergarten and Kindergarten Assessments

Regulation(s):

- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
- South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program
- South Carolina Code of Regulations, Chapter 43, § 43-262.4. End-of-Course Tests

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?

__X__ Yes

____ 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.)

A. Administer the South Carolina Palmetto Assessment of State Standards (SCPASS) tests in science and social studies tests to all students in grades four through eight.

B. Administer a new assessment in English language arts and mathematics to students in grades three through eight, and eleven.

C. Administer the South Carolina Alternate Assessment (SC-Alt) in science, and social studies to students who are age 8, 9, 10, 11, 12, and 13 by September 1 of the assessment year.

D. Administer the NCSC Alternate Assessment in English language arts for students who are age 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year

E. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.

F. Administer a readiness assessment focused on early language and literacy to all students entering a publicly funded prekindergarten or public kindergarten.

G. Provide funding for the PSAT examinations.

H. Administer the CogAT/IA and state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

I. Provide funding for Advanced Placement examinations.

J. Provide funding (if available) for International Baccalaureate examinations.

K. Conduct sessions to train district test coordinators in the administration of all state testing programs.

L. Provide funding for formative assessments on the Adoption List of Formative Assessments and for the SC Success Program.

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?

A. Administered PASS writing, English language arts, and mathematics assessments in grades three through eight. Administered PASS science and social studies tests to all students in grades four and seven. Administered PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.

B. Administered the South Carolina Alternate Assessment (SC-Alt) in English language arts, mathematics, science, and social studies to students who are age 8, 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year.

C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in the second year after their initial enrollment in ninth grade.

D. Administered the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.

E. Administered the CogAT/ITBS and state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

E. Provided funding for Advanced Placement examinations.

F. Conducted sessions to train district test coordinators in the administration all state testing programs.

G. Obtained a contract for the SC Success Program via solicitation.

H. Funds to offset the cost of formative assessments were distributed to districts. School districts submit information on the grade levels and the numbers of students tested and copies of purchase orders and invoices for formative assessments.

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.

A. In spring 2014, SCPASS tests were administered to students in grades three through eight. The SCPASS English language arts tests were administered to 329,737 students. The SCPASS writing tests were administered to 328,329 students. The SCPASS mathematics tests were administered to 329,737 students. The SCPASS science tests were administered to 220,392 students. The SCPASS social studies tests were administered to 220,023 students.

B. In 2013-14, 1,526 elementary school students, 1,476 middle school students, and 429 high school students participated in the SC-Alt.

C. In the spring of 2014, the HSAP English language arts assessment was administered to 52,679 students in the second year after their initial enrollment in ninth grade. The HSAP Mathematics assessment was administered to 52,690 students in the second year after their initial enrollment in ninth grade. In all of 2013-14, the HSAP English language arts assessment was administered to 60,187 students and the HSAP Mathematics assessment was administered to 65,082 students.

D. In 2013-14, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 58,750 students. The English 1 examination was administered to 56,315 students. U.S. History and Constitution was administered to 47,731 students. The Biology 1/Applied Biology 2 examination was administered to 53,478 students.

E. In 2013-14, the CogAT/ITBS were administered to 55,323 students. State-developed performance assessments were administered to 20,651 students as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

F. In 2013-14, provided funding for 39,577 Advanced Placement examinations.

G. Workshops were conducted in 2013-14 to train district test coordinators from each school district in the administration of all state assessment programs.

H. Funded the SC Success Program. The number of students who participated in the assessment was 17,641.

I. In 2013-14, allocations totaling $1,463,973 were made to school districts for the purchase of approved formative assessments.

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.

Results are posted at the Research Portal of the South Carolina Department of Education's Website (http://ed.sc.gov).

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?

Reviews by the Education Oversight Committee were conducted before the assessment data were included in state report cards following the statewide field-test administration. All assessments have been approved by the EOC.

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

____Yes

__X__ No

If no, why not?

All documentation is maintained by the Education Oversight Committee.

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?

If insufficient funds are available, the Department will request that tests not used for federal accountability be reduced in scope or completely eliminated. In addition, funds to districts for formative assessments could be reduced or eliminated. These changes would require legislative action.

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?

If insufficient funds are available, the Department will request that tests not used for federal accountability be reduced in scope or completely eliminated. In addition, funds to districts for formative assessments could be reduced or eliminated. These changes would require legislative action.

ASSESSMENT-TESTING

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$24,761,400	$24,761,400
General Fund	$0	$0
Lottery		
Fees		
Other Sources		
EIA Transfer		$2,500,000
GF Reduction		
Carry Forward from Prior Year	$0	$3,259,519
TOTAL:	**$24,761,400**	**$30,520,919**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service (Temporary)	$1,000	$2,500
Contractual Services	$20,012,025	$28,843,646
Supplies & Materials	$498	$150,000
Fixed Charges	$19,250	$50,000
Travel	$4,903	$10,000
Equipment		
Employer Contributions	$232	$800
Allocations to Districts/Schools/Agencies/Entities	$1,463,973	$1,463,973
Other: Sales Tax		
Balance Remaining	$3,259,519	$0
TOTAL:	**$24,761,400**	**$30,520,919**
# FTES:		

ASSESSMENT-TESTING

$0

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	Reading
Current Fiscal Year:	2014-15
Current EIA Appropriation:	$6,542,052
Name of Person Completing Survey and to whom EOC members may request additional information:	Candice Walsh
Mailing Address:	South Carolina Department of Education Office of School Transformation 1429 Senate Street, Room 902-A Columbia, SC 29201
Telephone Number:	**(**803) 734-0091
E-mail:	CLWalsh@ed.sc.gov

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: None

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

1A.36 (SDE-EIA: Reading)

Regulation(s): None

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

_____ Yes

__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 single ***long-term mission*** is to raise achievement in reading and writing for all South Carolina students. Actions, based on the following state objectives, provide a unified vision to address our primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and to guide implementation of Read to Succeed (R2S) as a tool to increase student literacy achievement:

- ***Provide professional learning opportunities*** — a statewide approach to deliver high quality, ongoing professional learning that supports implementation of R2S and the best practices associated with the CCSS, promotes high-progress literacy classrooms (HPLCs) and is based on state-wide data and current research.
- ***Develop a comprehensive assessment system*** — a system of assessment that determines the diverse needs of all learners with the purpose of providing intentional, strategic, and responsive instruction.
- ***Implement effective instructional practices*** — a plan for implementing instructional practices proven effective in raising literacy achievement and delivered in a literacy-rich environment to authentically engage all readers and writers.
- ***Foster partnerships*** — a plan for successful partnerships and communication with all stakeholders ensuring lifelong literacy success for all children.

Current annual objectives include implementing the following actions to address the outlined challenges.

- Provide professional development opportunities supporting Pre-K and K-12 educators to understand and implement critical elements of Read to Succeed
    - Training over 600 state-funded K-5 reading coaches
    - Provide professional development support for middle and high school educators with the intent to successfully implement the R2S legislation.
    - Provide professional development support for administrators regarding their role as the leader of literacy in their schools and how R2S should be implemented in their buildings.
- Provide professional development opportunities focused on the effective use of a data analysis framework and strategies. This process provides educators with the tools to plan, implement, monitor and sustain successful data teams.
- Provide professional development in support of qualifications for current literacy endorsements to help districts and schools train, reward, and retain effective teachers.
- Collaborate with literacy associations such as SCIRA, local early childhood agencies, state agencies, non-profit organizations and community organizations to communicate R2S legislation and competencies, and to promote literacy achievement.

- A yearly summary report will include information on the specific actions completed or in progress and present available student achievement outcomes. Data will be disaggregated by grade level and demographic variables such as gender, socioeconomic status, ethnicity, English language learners, and disability status. Data will be examined to assess which actions are needed to achieve continued increases in student performance measures in reading and writing. In addition, the Office of School Transformation will continue researching the effects of implementing specific research-based practices in South Carolina classrooms, focused on foundational elements described in the research on high-progress literacy classrooms.

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?

During the ***prior fiscal year***, a comprehensive plan was implemented which included the following professional development opportunities:

- Best Practice Seminar Series
- Literacy Leader Program Series
- Implementing Common Core State Standards Series
- Data Team Training
- Earl Childhood Institutes
- Exemplary Writing Program
- Summer Reading Camp

The partnership with Clemson University and the Reading Recovery® Center continued in 2013-14, which allowed for training and support of Reading Recovery® teachers and teacher leaders across the state.

For the ***current fiscal year,*** professional development opportunities will be directed toward implementation of Read to Success (R2S). Our focus this year will be to train over 600 state-funded K-5 reading coaches. The state has been divided into 7 regions. Two literacy specialists have been assigned to each region. These coaches will attend professional development twice a month within their region gaining knowledge and information of best practices, competencies, R2S legislation and coaching.

We will also hold a middle and high regional series of 3 sessions in multiple locations (north and south). The intent of this series is to provide middle and high participants with the information they will need in order to implement the R2S legislation.

Additionally, we will hold an administrators series of 3 sessions in multiple locations (north and south). The intent of this series is to provide administrators with information regarding their role as the leader of literacy in their school and how R2S should be implemented in their buildings.

Also in the current year, the partnership with Clemson University and the Reading Recovery® Center will continue. A grant award in the amount of $493,815.00 was provided to Clemson. This allows for ongoing training and support of Reading Recovery® teachers and teacher leaders across the state.

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.

Emailed documentation:
2013-2014 Best Practice Series Summary
2013-2014 Literacy Leaders Program Summary, and
2013-2014 Reading Recovery Overview

In 2013-2014, the Office of Instructional Practices and Evaluations provided 234 on-site professional development opportunities attended by 2,400 educators and stakeholders. An outline of professional development offerings and a breakdown of participant attendance follow.

Best Practice Series: Three state-level seminars highlighting best practices in literacy were offered to K-12 educators. The series featured three of four authors of *Connecting Comprehension and Technology (2013):* Stephanie Harvey, Anne Goudvis, and Kathleen Ziemke. The presentations were planned to help teachers envision and embrace technology, and provided practical lessons using readily accessible tools to teach students how to navigate, evaluate, collaborate, and communicate through digital resources. The 161 Best Practices Series' attendees represented 41.5% of all SC school districts.

Implementing the Common Core State Standards: This series focused on the critical elements of reading and writing instruction consistent with the rigorous content and application of knowledge demanded by the CCSS and High Progress Literacy Classrooms (HPLCs). Presentations served the needs of a variety of educators: district and school administrators, curriculum personnel, PreK-12 teachers, and media specialists. A total of 54 sessions were attended by 911 participants.

Decision Making for Results—Data Team Training: This seminar series guided participants through a systematic process to support better decisions to sustain powerful practices, make midcourse corrections and discontinue ineffective practices. Seventy-three schools and 289 educators participated.

Literacy Leader Program Series: The goal of this regionally-offered, year-long series is to build leadership capacity in schools and dramatically increase student achievement through the CCSS and HPLCs. A total of 327 participants in 44 districts representing 176 schools attended.

Early Childhood Institutes: Multiple sessions were offered state-wide. Additionally, at the request of individual school districts, sessions were offered locally. Best practices in early

childhood education, including the Opening the World of Learning (OWL) curriculum, formed the basis for all professional development. A total of 309 participants attended representing 34 districts and 76 schools.

Writing in the Age of Common Core Exemplary Writing Practices Series (EWP)*:* These sessions provided critical writing elements consistent with the CCSS and an overview of the EWP self-assessment tool. Five sessions were offered and attended by 207 administrators and teachers representing 42 districts and 87 schools.

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.

Professional development attendance data for 2013-2014 demonstrate an increase in the number of offerings, the number of participating districts, and the number of participants when compared to cumulative data for 2012-2013.

- A total of 234 sessions were held in 2013-2014 compared to 155 sessions in the previous year.
- In 2013-2014, representatives from 100% of all South Carolina school districts, including the South Carolina Public Charter District, attended offerings. This is an increase from 97.6% in 2012-2013.
- A total of 2400 unique participants attended sessions held in 2013-2014 compared to 2006 participants in the previous year.

Survey results from all professional development continue to be overwhelmingly positive. Surveys also indicate a desire for continued and expanded professional development offerings. Samples of 2013-2014 comments from exit surveys of two of our largest offerings follow.

Best Practice Series:

More of the same! I'd love to see more technology and more "teaching reading". Especially for high school students! Classroom Teacher

I especially appreciated the practical application of the information presented. When I walk away from a workshop, I want to be able to integrate what I have learned into my curriculum. I would suggest having more Best Practice sessions that have the same practical application to the classroom.

Media Specialist/Librarian

Literacy Leaders Series:

The Literacy Leaders experience aided me as a teacher by adding 'tools to my tool box' (Example: 'Read, Cover, Jot, Read' strategy); adding to my knowledge base increased my overall effectiveness as a teacher. Instructionally based assigned readings, research based findings, peer discussions, and self-reflections improved my literacy practices and expanded my instructional strategies.

Classroom teacher, grades 9-12

The topics focused on were extremely helpful. Before adding more topics, I would like to see more teachers, administrators, and instructional coaches offered the opportunity to join in Literacy Leaders training. I feel like schools need to fully implement the topics/strategies, and in order to do this, more personnel need to be trained - the training was excellent!

District Administrator

Student Achievement results for 2014 currently available on the SCDE website demonstrate growth in both reading and writing.

- **2014 PASS writing results:**
  - For 2014, students in grades 3 and 5 scoring “met” and “exemplary” in Writing demonstrate an increase of 7.8% and 6.3%, respectively, over students who scored “met” and “exemplary” in 2013.
  - For historically variant demographic groups in South Carolina (males vs. females; blacks vs. whites; and subsidized meals vs. full-pay meals), patterns of change demonstrate that traditionally lower-scoring student groups are closing the gaps in grades 3 and 5 for Writing outcomes.
- **2014 ACT reading results:**
  - A comparison of statewide reading scores for graduating seniors demonstrates an increase from 20.8 to 20.9 from the 2013 administration of ACT to the 2014 administration.
  - A comparison of mean composite statewide scores demonstrates an increase as well. Statewide public school students mean scores increased from 20.1 to 20.2 from the 2013 administration of ACT to the 2014 administration.

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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?

September, 2014 (external); September 2014 (internal)

EVALUATION #1: The Best Practice Seminar Series had 161 participants committed to the statewide sessions. Survey data demonstrate participants found the series supportive in incorporating readily available technology and developing instructional structures, strategies and assessments to promote student achievement. *This series is recommended for continuation.*

EVALUATION #2: Response to professional development offered through the Literacy Leader Program was overwhelmingly positive for all seven regional groups. Three hundred twenty-seven educators representing 176 schools in 44 districts (53.7% of districts) participated in the series of 8 regionally-offered sessions. With the adoption of the Read to Succeed legislation, Literacy Leaders will be discontinued as a stand-alone offering. However many components and best practices associated with Literacy Leaders series will be incorporated into the training of over 600 K-5 state-funded reading coaches. *This series is concluded with the adoption of the Read to Succeed legislation.*

EVALUATION #3: Of the children served in Reading Recovery, 64% of *all* students (including those who did not receive a complete program) successfully reached average reading levels relative to their peers after approximately 15 weeks of RR instruction. This continues the trend of increased, timely and successful intervention for our most struggling first grade students and the seventh year in a row SC Reading Recovery results have exceeded the national results. *This initiative is recommended for continuation.*

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

__X_Yes

____ No

If no, why not?

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?

If the EIA funding were cut by 5% or 10%, reading support would share in redesign and/or reduction of planned efforts. In the last few years, some professional development offerings shifted from face-to-face to virtual, with limited success. While virtual offerings can be considered to offset new funding reductions, moves in this direction limit added actions without serious impact for educators and their students. With the full implementation of the Read to Succeed legislation in 2014-15, the need for appropriate support is great.

The highly successful Best Practice Series with national speakers is not a candidate for virtual screenings due to contractual issues with publishers.

Any reductions in funding for Reading Recovery® implementation would result in fewer students being served, thus impacting the SCDE's ability to address our primary challenges of low student achievement in reading and writing and literacy achievement gaps among demographic groups.

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?

If no new additional revenues are appropriated for FY 2015-16, the agency would continue to provide services and support to schools and districts at the current level, providing, as necessary, a tiered approach of professional development and more virtual support.

Current funding levels may continue to be problematic for 2015-16 in districts and schools as they work to maintain their current level of participation in SCDE professional development opportunities and in Reading Recovery. Their ability to reallocate in-house monies will be increasingly hampered with continued shortfalls.

The expansion of technology advancements like Elluminate, Skype, StreamlineSC, Egnyte, DropBox, eLearning, Moodle, Blackboard and virtual classrooms may help offset funding issues. However, many districts and schools lag behind in technology as a result of too little funding. While the SCDE may offer more virtual support, these districts and schools will be unable to access them. Lack of access to virtual professional development opportunities impedes teachers' continuing education, which may mean less accelerated learning for students.

South Carolina Department of Education
Office of Instructional Practices and Evaluation
2013-2014 Best Practices Series Summary Report
September, 2014

In support of the 2013-2014 implementation of the Common Core State Standards (CCSS) and in collaboration with the South Carolina Council of the International Reading Association (SCIRA), a series of state-level seminars highlighting best practices in literacy were offered to literacy and content educators. Schools and districts were encouraged to send a team to *all* sessions in the series to promote continuity for more generative and comprehensive implementation of the CCSS in participating schools.

The series of three sessions featured the authors of *Connecting Comprehension and Technology (2013)*: Stephanie Harvey, Anne Goudvis, Katie Muhtaris and Kathleen Ziemke. Classroom and special education teachers, administrators, literacy coaches, curriculum coordinators, higher education and department heads were encouraged to attend whether they were taking first steps into technology or looking to leverage existing resources. The seminars were planned to help teachers envision and embrace technology as a powerful tool for extending an active literacy learning framework in classrooms. Presentations offered practical lessons using readily accessible tools to teach students how to navigate, evaluate, collaborate, and communicate through digital resources.

Combined attendance for the three Best Practice Sessions included 161 educators and other stakeholders representing 34 South Carolina school districts (41.5%) and 75 schools. As in past years, this series draws strong participation by district administrators and curriculum personnel with over half of the participants representing these two groups (57.7%). Classroom teachers represented the second largest individual group at 25.5%. A breakdown of attendees by their professional role follows.

2013-2014 BEST PRACTICES Professional Development Participant Breakdown		
District Administrators	30	18.6%
School Administrators	4	2.5%
Curriculum Personnel	63	39.1%
Classroom Teachers	41	25.5%
Media Specialists	10	6.2%
Other Participants	13	8.1%
TOTAL PARTICIPANTS	**161**	**100.0%**

Unfortunately, because of heavy winter ice storms in South Carolina, sessions had to be rescheduled. These late date changes meant that Katie Muhtaris was unable to present with Kathleen Ziemke as originally planned. It may also have impacted the number of sessions participants were able to attend. Only 40% of all registered participants attended all three sessions.

Outcome: Exit Survey

Following the series' completion, participants were asked to respond to several questions regarding their experiences with the Best Practice Series in 2013-2014. A total of 40 surveys were submitted and those responders represent a wide range of educational roles: district administrators, curriculum personnel, literacy specialists, classroom teachers, media specialists, technology coaches and representatives from state agencies. As in past years, participants highly regarded the expertise of the presenters and the relevance of the information and demonstrations they shared. For each of the questions, the average combined "agree" and "strongly agree" ratings ranged from 90.0% to 95.0%. A full break down of responses follows.

2013-2014 BEST PRACTICE SERIES **EXIT SURVEY REPONSES (N=40)**				
Please consider each of the following aspects of the Best Practice session(s) you attended and indicate your overall agreement/disagreement with each statement. These sessions ...	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**
1. ...were of high quality.	**5.0%**	**0.0%**	**47.5%**	**47.5%**
2. ...were relevant to my needs.	**5.0%**	**2.5%**	**47.5%**	**45.0%**
3. ...provided important resources I can share with my colleagues.	**2.5%**	**5.0%**	**35.0%**	**57.5%**
4. ...included demonstrations and classroom video clips which helped me envision technology as a tool for enhancing literacy instruction.	**2.5%**	**5.0%**	**35.0%**	**57.5%**
5. ...included pertinent strategies for literacy instruction across content areas.	**2.5%**	**2.5%**	**42.5%**	**52.5%**
6. ...provided sufficient time for dialogue and planning with my colleagues.	**2.5%**	**7.5%**	**45.0%**	**45.0%**
7. ...met my expectations.	**5.0%**	**2.5%**	**50.0%**	**42.5%**

Of those who did not agree, dissatisfaction was noted in particular from those who were looking for more in-depth technology applications and/or from secondary educators who were looking for engagements and video examples specific to middle and high school classrooms.

> *This professional learning opportunity was not helpful. The group was too large. Individualize attention and hands-on opportunities could not be delivered. Wrong topic for the group size!*
>
> District Administrator

More content geared toward middle and high school teachers. Anne Goudvis had no middle or high school content prepared and only shared one when asked. Kristen Ziemke shared no middle or high school content. While I realize that she is a first grade teacher and her strategies were useful, a class set of iPads are unrealistic at the middle and high school level across much of the state. I would like to see small-group Chromebook instruction for Middle and High school only.
Technology Coach

However, most respondents demonstrated overall satisfaction with the sessions they attended. Representative responses follow.

We will be implementing New Tech in our 9th grade classes next year. Ms. Ziemke's information (strategies as well as resources) will be invaluable to our teachers. I'm sure our staff will also appreciate ideas for working with limited resources helpful as well.
Curriculum Specialist

More of the same! I'd love to see more technology and more "teaching reading". Especially for high school students! Classroom Teacher

Some of the strategies outlined in Kristen's presentation will carry over to new-teacher training as methods of delivering and responding to content; Kristen's emphasis of explaining that technology is a tool embedded into what's already done in the classroom will help shape information sessions for parents and teachers; strategies and lesson ideas will be shared with tech integration specialist teachers.
Curriculum Specialist

Anne Goudvis had wonderful charts that she displayed where students worked on their research… This information was wonderful and I will share it with my faculty to help them see other possibilities they can do with their students.
Curriculum Specialist

I really enjoyed Kristin's part of the presentation and loved seeing how seamlessly the instruction and technology flowed in her classroom. I have shared several ideas such as the recording room made out of the shower curtain and back channeling with Padlet. Technology Coach

I love how the Comprehension Toolkit was woven into all aspects of the trainings.
Curriculum Specialist

I especially appreciated the practical application of the information presented. When I walk away from a workshop, I want to be able to integrate what I have learned into my curriculum. I would suggest having more Best Practice sessions that have the same practical application to the classroom. Media Specialist/Librarian

For 2014-2015, plans are currently in progress to continue offering the Best Practice Series as on-going support South Carolina educators and their students.

South Carolina Department of Education
Office of Instructional Practices and Evaluation

2013-2014 Literacy Leaders Program Summary Report
September, 2014

The Unit of Literacy and Early Learning at the South Carolina Department of Education (SCDE) and the South Carolina Council of the International Reading Association (SCIRA) provided a year-long professional development program for literacy leaders. The goal of the 2013-2014 Literacy Leaders Program is to build capacity in schools for implementing the Common Core State Standards (CCSS) and dramatically increasing student achievement by building High Progress Literacy Classrooms (HPLC). In HPLCs, all students are highly engaged in reading and writing appropriately-leveled text for most of the literacy instructional time provided across content areas. To create a vision of effective literacy instruction, instructional leaders must have a common, comprehensive understanding of evidence-based practices and classroom strategies. In the end, what will most affect student achievement is the literacy leadership in the school building.

This series was open to all K-12 literacy leaders including school and district administrators, curriculum specialists (*e.g., CRTs, instructional coaches, etc.),* department heads, and lead teachers. During the sessions, leaders examined successful classroom environments and strategies for effectively teaching readers and writers. Participants were provided with resources and data collection tools to facilitate instructional conversations and for promoting increased student engagement in reading, writing and researching. Some of the shared observational tools used to support the creation of HPLCs included the Serravallo[1] Engagement Inventory (SEI), and several tools [*e.g.,* the HPLC rubric and the Classroom Observation Form (CoF)] developed by literacy specialists with the Unit of Learning and Early Literacy at the SCDE.

Due to strong demand for the Literacy Leaders Program, sessions were held in 7 regions of the state. These cohorts include Beaufort, Clinton, Columbia, Darlington, Estill, Florence, and Orangeburg. Each cohort was served by at least two SCDE literacy specialists. The Literacy Leaders program of study is research-based and consistent across all cohorts, although individual sessions were planned to meet the needs of specific cohort participants. A total of 327 participants attended representing 176 schools in 44 districts. Of these schools, 171 are traditional primary, elementary, middle and high schools, and 5 are charter schools. Classroom teachers and curriculum specialists represent the two largest groups and more than two-thirds (68.8%) of all participants. “Other” participants include Title 1 facilitators, college professors, and private contractors. A full breakdown of attendees by their professional role follows:

2013-2014 LITERACY LEADERS Professional Development Participant Breakdown		
District Administrators	21	6.4%
School Administrators	73	22.3%
Curriculum Specialists	102	31.2%
Classroom Teachers	123	37.6%
Media Specialists	1	0.3%
Other Participants	7	2.1%
TOTAL PARTICIPANTS	**327**	**100.0%**

Outcome: Exit Survey
Following the series, participants were asked to respond to several questions regarding their experience in Literacy Leaders and their ability to better support colleagues and students as a result of their participation. Because of the wide variety of participant roles and educational perspectives represented in Literacy Leaders, two separate, yet similar surveys were developed. Variations in questions were based upon the participants' primary professional interactions in their districts and schools. For administrators and curriculum specialists, the focus was on supporting teachers and other administrators; for teachers, the focus was on supporting students. Of the 327 total Literacy Leaders participants, 141 (43.1%) responded to one of the two surveys: 89 were administrators and curriculum specialists and 52 were classroom teachers and media specialists.

Participant Satisfaction
Administrators and curriculum specialists were provided two questions regarding participant satisfaction while teachers and media specialists had three. For both groups of respondents, participants expressed overall strong satisfaction with their Literacy Leaders experience.

For administrators and curriculum specialists responding "agree" or "disagree", 92.1% responded they found the series to be a personally valuable learning experience and 89.9% would recommend Literacy Leaders to their colleagues.

LITERACY LEADERS SERIES ADMINISTRATOR & CURRICULUM SPECIALISTS SURVEY REPONSES (N=89)	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**
Literacy Leaders was a valuable learning experience for me personally.	1.1%	7.9%	34.8%	56.2%
I would recommend Literacy Leaders to my colleagues.	2.2%	10.1%	29.2%	58.4%

Comments from Administrators and Curriculum Personnel

Literacy leaders has provided a wealth of resources. I will use observational tools on a sweeping basis and encourage teachers to use those tools on a monthly basis.
School administrator

I have a more purposeful and authentic focus using the tools provided in this cohort. Using the observation tools for engagement will allow me to really focus my attention on the needs of the students and encourage the teacher to see what should and is taking place with her students.
Curriculum Specialist

For classroom teachers and media specialists responding "agree" or "strongly agree" to similar questions, 98.1% found the experience to be a personally valuable learning experience and 92.3% would recommend Literacy Leaders to their colleagues. In response to a third query, 98.1% of teachers and media specialists reported that the literacy specialists were knowledgeable and responsive to their needs.

LITERACY LEADERS SERIES CLASSROOM TEACHERS & MEDIA SPECIALISTS SURVEY REPONSES (N=52)	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
Literacy Leaders was a valuable learning experience for me personally.	0.0%	1.9%	23.1%	75.0%
The Literacy Specialists were knowledgeable and responsive to my needs.	0.0%	1.9%	21.2%	76.9%
I would recommend Literacy Leaders to my colleagues.	0.0%	7.7%	19.2%	73.1%

Comments from Teachers and Media Specialists

I have become more aware of what a high progress literacy classroom is and how I can implement strategies and lessons to reach my students and the goal of students doing and teacher facilitating. Using the COF and other usual forms, I have been able to check my schedule, observe and keep track of student engagement, and keep track of myself when it comes to teaching. I have really received the opportunity to reflect upon my past as well as improve my teaching as a teacher and leader.

Classroom teacher, grades PreK-2

The Literacy Leaders experience aided me as a teacher by adding 'tools to my tool box' (Example: 'Read, Cover, Jot, Read' strategy); adding to my knowledge base increased my overall effectiveness as a teacher. Instructionally based assigned readings, research based findings, peer discussions, and self-reflections improved my literacy practices and expanded my instructional strategies.

Classroom teacher, grades 9-12

Participant Confidence as a Literacy Leader

Administrators and curriculum specialists were provided three questions regarding participant confidence as a literacy leader while teachers and media specialists had two. For both groups of respondents, participants expressed overall increased confidence as a result of their Literacy Leaders experience.

For the administrators and curriculum specialists who responded that they "disagreed" or "strongly disagreed" they had an increase in confidence as a Literacy Leader, the general reasoning was based on previous SCDE and district trainings and previous district-wide implementation of best practices. Many of these respondents were already comfortable with their ability to support administrators and teachers with literacy plans, and helping teachers support all their students to become better readers and writers. Representative comments for these participants include:

We (already) have an effective observation system that we will continue to use next year.

Curriculum Specialist

I was very comfortable because I taught it to faculty over a year of 5 day long PD sessions every 2 weeks…

. Curriculum Specialist

The majority of administrators and curriculum specialists (91%) responded they were more confident of their ability to support their colleagues' literacy plans as a result of Literacy Leaders. Additionally, they were more confident in helping teachers support ALL their students to become better readers and writers.

Of note for all respondents, confidence level for helping teachers support student *readers* was somewhat higher (91%) than for supporting student *writers* (88.8%). Furthermore, more administrators and curriculum specialists fell in the "agree" category for helping teachers support student *writers* than those who responded "strongly agree". This may suggest a somewhat higher confidence level among administrators and curriculum specialists with reading process over writing process. A breakdown for each of these three questions follows below.

LITERACY LEADERS SERIES ADMINISTRATOR & CURRICULUM SPECIALISTS SURVEY REPONSES (N=89)	**% Strongly Disagree**	**% Disagree**	**% Agree**	**% Strongly Agree**
I am better able to support administrators' and teachers' literacy plans as a result of Literacy Leaders.	1.1%	7.9%	42.7%	48.3%
I am more confident in being able to help teachers support ALL their students to become better readers.	1.1%	7.9%	43.8%	47.2%
I am more confident in being able to help teachers support ALL their students to become better writers.	1.1%	10.1%	51.7%	37.1%

Comments from Administrators and Curriculum Specialists

> *These [observational] tools are great to use when debriefing with teachers. I think they will get better pictures of what is going on in their classroom and where they need to go. We will look at their schedules to make sure they see the importance of the 2 hour block that we have for Reading, Writing and Research. These tools will also be an eye opener for them to see who is doing the work - the teacher or the students.*
>
> Curriculum Specialist

> *One of the biggest aha moments came in really looking at the spiraling of the common core state standards, especially with writing. I will encourage our teachers not to focus on just their grade level standards, but to pull back and look more at the spiraling; to really look at the opportunities to differentiate instruction!*
>
> Curriculum Specialist

For classroom teachers and media specialists, 98.1% of respondents were more confident of being able to help all students become better *readers*, while 94.2% were more confident of being able to help all students become better *writers*. As with administrator and curriculum specialist responses, there appears to be a somewhat diminished confidence level from supporting all student *readers* to

supporting all student *writers*, as there are more “agree” responses to the writing query, resulting in fewer “strongly agree” responses.

LITERACY LEADERS SERIES CLASSROOM TEACHERS & MEDIA SPECIALISTS SURVEY REPONSES (N=52)	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
I am more confident in being able to help ALL of my students become better readers.	0.0%	1.9%	28.8%	69.2%
I am more confident in being able to help ALL of my students become better writers.	0.0%	5.8%	34.6%	59.6%

Comments from Teachers and Media Specialists

Writing is the area in which I see I need the most improvement! I feel more confident after participating in LL. The writing workshop model that was shared with us is helpful. I've also worked with my students in small guided writing groups, which has benefited many of the students.

Classroom Teacher (PreK-grade 2)

Much of our learning paralleled graduate work I'm doing to receive the literacy teacher endorsement. It is reassuring to me that the message at the state level advocates for literacy instruction that is based on what truly works for children.

Classroom teacher, grades 3-5

As a result of my participation in Literacy Leaders I have valued the writing process as a time for students to do personal reflections of their reading.

Classroom Teacher (grades 6-8)

Palmetto Primary School Series within Literacy Leaders

For 2013-2014, The Unit of Literacy and Early Learning teamed with The Office of School Transformation to offer supplementary Literacy Leader support for Palmetto Primary School (PPS) personnel. This series of eight additional, day-long sessions provided participants with focused time for collaboratively planning school-wide implementation of the best practices of the CCSS including observational tools to increase instructional time and student engagement.

Four Likert-scale questions were added to each of the Literacy Leaders exit surveys to help gauge participant satisfaction with this additional support. Of the 141 Literacy Leader respondents, 25 were Palmetto Primary School personnel. Their responses demonstrate a strong level of satisfaction with the amount of time provided for open dialogue with literacy specialists (92% “agree” or “strongly agree”) and the amount of time provided for collaborative planning (92%). Respondents also responded they would recommend these sessions to their colleagues (88%) and would like to see more literacy based sessions offered to PPS personnel (88%).

LITERACY LEADERS PPS SERIES ALL PPS PARTICIPANT SURVEY REPONSES (N=25)	% Strongly Disagree	% Disagree	% Agree	% Strongly Agree
These sessions provided sufficient time for open dialogue with the literacy specialists and other participants.	4.0%	4.0%	16.0%	76.0%
These sessions allowed sufficient time for my colleagues and I to collaboratively plan literacy engagements for our students.	4.0%	4.0%	24.0%	68.0%
I would recommend these additional sessions to my colleagues.	4.0%	8.0%	16.0%	72.0%
I would like to see more literacy-based sessions offered to PPS personnel.	4.0%	8.0%	20.0%	68.0%

Closing Comments from Literacy Leaders Participants

Overall, survey respondents expressed strong satisfaction with this series of professional development. The following quotes are representative of that satisfaction.

> *Thank you for the opportunity to be a participant in such a valuable learning community!*
>
> Classroom teacher, grades PreK-2

> *Literacy Leaders has introduced new instructional strategies and in-depth study of the CCSS this year. It has provided all of us a framework by which we have been able to plan professional development for our teachers at all levels. I feel very comfortable providing and planning professional learning for our district.*
>
> Curriculum Specialist

> *The topics focused on were extremely helpful. Before adding more topics, I would like to see more teachers, administrators, and instructional coaches offered the opportunity to join in Literacy Leaders training. I feel like schools need to fully implement the topics/strategies, and in order to do this, more personnel need to be trained - the training was excellent!*
>
> District Administrator

Moving Forward

For 2014-2015, and in response to the passing of Read to Succeed (R2S), the focus for professional development by literacy specialists will shift from the Literacy Leaders Program to the training of over 600 state-funded K-5 reading coaches. The state has been divided into 7 regions and two literacy specialists have been assigned to each region. The reading coaches will attend professional development twice a month within their region in order to gain knowledge and information of best

practices, competencies, R2S legislation and coaching. They will in turn go back to their schools and implement the information learned.

Also to be conducted in 2014-2015 will be a middle and high regional series of 3 sessions (north and south) to provide participants with the information they will need in order to implement the R2S legislation at these levels. Additionally, an administrators' series of 3 sessions (north and south) will provide administrators with information regarding their role as the leader of literacy in their school and how R2S should be implemented in their buildings. All of these sessions are currently in planning stages.

[1] Serravallo, J. (2010). *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Portsmouth, NH: Heinemann.

2013-2014 Overall Professional Learning Summary Data

In fiscal year 2013-2014 the South Carolina Department of Education's (SCDE) Office of Instructional Practices and Evaluations (the Office) conducted nine topical professional learning opportunities to promote state-wide implementation of the best practices associated with high-outcome literacy instruction and the Common Core State Standards (CCSS) which are in place for 2014-2015. These offerings ranged from hour-long seminars to eight-day series and were conducted in both central and regional sites for educators serving Pre-Kindergarten through grade 12 students across all contents. The 234 sessions were well-attended with all 82 school districts (100.0%) and 593 of 1182 public (traditional and charter) schools (50.2%) represented. Summary attendance data follow.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES PROVIDED IN 2013-2014
THROUGH THE OFFICE OF INSTRUCTIONAL PRACTICES AND EVALUATIONS
SUMMARY DATA

	Summary of ALL Sessions	Best Practices Series	Literacy Leaders Series	Implementing Common Core State Standards Series	Data Team Training Series	Mapping History with CCSS Series	Early Childhood Literacy Series	Writing in the Age of CCSS Series	Summer Literacy Institute Series	Summer Reading Camp Sessions
Total Sessions	**234**	**3**	**104**	**54**	**10**	**24**	**16**	**5**	**10**	**8**
Total Participants	**2400**[1]	**161**	**327**	**911**	**289**	**285**	**309**	**207**	**90**	**267**

[1] Total number of participants for all sessions represents unique participants. This total is less than the sum of all series' participants due to participants who attended multiple series.

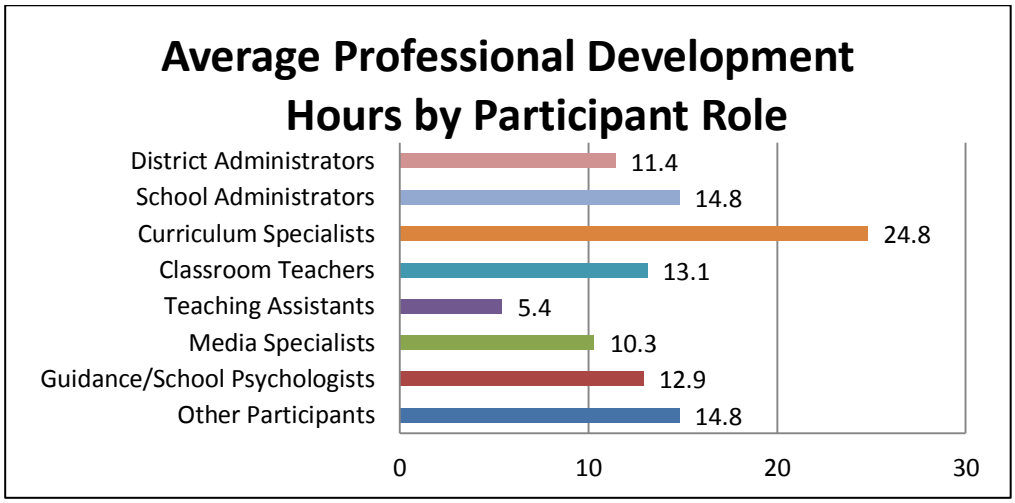
Summary of 2013-2014 Participants

All of the Office's professional development offerings were planned to support the specific needs of a wide range of educators. For instance, one session of the *Implementing Common Core State Standards Series* was directed specifically toward the collaboration between classroom teachers and media specialists and another between classroom teachers and their teaching assistants. A review of combined attendance figures for all offerings demonstrates that classroom teachers represent the largest group (54.1%) of attendees, followed by school administrators (17.0%) and curriculum personnel (12.5%). A full breakdown of participants by educational role is found below.

OFFICE of INSTRUCTIONAL PRACTICES & EVALUATIONS 2013-2014 Professional Development Participant Breakdown		
District Administrators	208	8.7%
School Administrators	409	17.0%
Curriculum Personnel	299	12.5%
Classroom Teachers	1298	54.1%
Teaching Assistants	78	3.3%
Media Specialists	31	1.3%
Guidance/School Psychologists	7	0.3%
Other Participants*	70	2.9%
TOTAL PARTICIPANTS	**2400**	**100.0%**

*Other participants include Title One facilitators, long-term substitutes, college professors, private consultants, private school directors, and representatives of government entities such as DSS and the SCDE.

Most participants committed to a full series of events, usually two-to-three days per series. However, some offerings, particularly those for Child Development Education Pilot Program (CDEPP) sessions, ranged from one-to-three hours total. On the other end of the spectrum, participants in Literacy Leaders were offered between 8 and 16 full-day sessions. As a result, the average of professional development hours varied widely among the various personnel attending sessions. On average, curriculum specialists tended to receive the most support with 24.8 hours (range 2–95 hours) followed by school administrators and "other" participants each with just under 15 average hours of professional development (ranges 3-80 hours and 5-65 hours, respectively). This is consistent with past years' data and may reflect the ability for curriculum specialists, school administrators and "other" participants to attend more sessions (they don't require substitutes) *and* to have a greater impact of sharing new information on a school-wide basis.



Individual Professional Learning Series Summary Data:

Best Practice Seminar Series

Authors of *Connecting Comprehension and Technology*, Stephanie Harvey, Anne Goudvis, and Kristen Ziemke presented a series of three seminars offering practical lessons for teaching students how to navigate, evaluate, collaborate and communicate through digital resources. The information supported teachers as they embrace technology as a powerful tool for grounding students in the nonfiction reading and thinking strategies they need throughout their lives. These sessions were planned to meet the needs of a wide audience including K-12 classroom and special education teachers, administrators, curriculum coordinators and department heads. Curriculum personnel represent over one-third (39.1%) of all participants. This series also drew a high proportion of classrooms teachers (25.5%) and district administrators (18.6%).

2013-2014 BEST PRACTICES Professional Development Participant Breakdown		
District Administrators	30	18.6%
School Administrators	4	2.5%
Curriculum Personnel	63	39.1%
Classroom Teachers	41	25.5%
Media Specialists	10	6.2%
Other Participants	13	8.1%
TOTAL PARTICIPANTS	**161**	**100.0%**

Literacy Leaders Series

The continuing goal of the popular Literacy Leader professional development series is to build capacity in schools for implementing the best practices of the Common Core State Standards and to increase student achievement in High Progress Literacy Classrooms (HPLC). In HPLCs all students are highly engaged in reading and writing text most of the time devoted to literacy instruction.

Literacy leaders in grades K-12 (district and school administrators, curriculum specialists and instructional coaches, grade-level and department heads) were encouraged to participate. During the sessions, leaders examined effective classroom environments and instructional strategies. Participants also learned how to implement multiple data collection tools used to measure the effective use of instructional time and the level of student engagement while reading, writing and researching across content areas. These tools also facilitate instructional conversations: administrator/coach-to-teacher, teacher-to-teacher, and teacher-to-student.

This series was expanded for the 2013-2014 school year to meet the growing demand. Over the course of the school year, 327 participants attended up to eight full-day meetings in one of seven regional cohorts: Beaufort/Charleston, Clinton, Columbia, Darlington, Estill, Florence, and Orangeburg. In collaboration with the Office of School Transformation, those Literacy Leaders' participants serving in identified Palmetto

Priority Schools were offered supplemental support with 8 *additional* days in their regional cohorts. Thus many participants received 16 days of Literacy Leaders support. Classroom teachers and curriculum personnel represent almost 70% of all Literacy Leaders participants. A full breakdown of participants follows.

2013-2014 LITERACY LEADERS Professional Development Participant Breakdown		
District Administrators	21	6.4%
School Administrators	73	22.3%
Curriculum Personnel	102	31.2%
Classroom Teachers	123	37.6%
Media Specialists	1	0.3%
Other Participants	7	2.1%
TOTAL PARTICIPANTS	**327**	**100.0%**

Implementation of Common Core State Standards Seminar Series

The primary purpose of the CCSS implementation series was to provide educators with essential information and resources to effectively implement the CCSS. Two unique sections in this series were offered: one specific to the teachers' role and perspective and one specific to the administrators' role and perspective. These 54 sessions drew over 900 participants.

Teacher Seminars:

During July and August of 2013, thirty-seven sessions targeting PreK-12 classroom teachers were offered in regional settings. Sessions were planned and conducted in a time frame that allowed teachers to immediately implement new structures and strategies in their classrooms. Included in the sessions was the research foundation of High Progress Literacy Classrooms (HPLCs), classroom structures promoting reading, writing and researching processes in all content areas, and strategies to promote both close reading of increasingly more complex texts *and* more critical evaluation of multiple sources of texts.

In January, 2014 a special, one-day seminar, *Collaborating around the Common Core,* was offered to teams of teachers and their media specialists. Topics promoted increased dialogue and support for creating content-based units of study and continuity of text-based strategies promoted school-wide.

Administrator Seminars:

A four-day series of professional development sessions was designed to provide school principals with essential information vital to the successful implementation of the CCSS in their schools. These sessions were offered regionally (four locations) with two sessions in the first semester and two in early second semester. Topics included the impact of the CCSS on classroom environments and schedules, shifts expected in ELA and math instruction, the principal's role in assessing rigor, and the connections between the CCSS and the educator evaluation systems.

The participant breakdown that follows is cumulative for all teacher and administrator CCSS seminars. Of the 900+ educators attending these sessions, roughly half (51.2%) were classroom teachers and over one quarter (27.1%) were school administrators.

2013-2014 IMPLEMENTATING COMMON CORE STATE STANDARDS Professional Development Participant Breakdown		
District Administrators	53	5.8%
School Administrators	247	27.1%
Curriculum Personnel	84	9.2%
Classroom Teachers	466	51.2%
Teaching Assistants	4	0.4%
Media Specialists	18	2.0%
Guidance/School Psychologists	2	0.2%
Other Participants	37	4.1%
TOTAL PARTICIPANTS	**911**	**100.0%**

Decision Making for Results Data Team Training

Decision Making for Results Data Team Training presents a systematic process for making decisions that impact teaching, learning and leadership. The purpose of school-level data teams is to move from just collecting formative data to effective action on utilizing data to determine instruction. This six-step process helps in analyzing data on a continuous basis. Each step takes school-level data teams deeper into new systems of thinking and applications of data to make improved decisions for better student outcomes.

This two-day series was offered five times during the 2013-2014 school year. Participating schools were asked to send teams that included an administrator and/or curriculum specialist, several teachers, and in some cases, other support personnel. Teams were led through the decision-making process using their own school data. Following training, the team began implementation of this process in their schools. A breakdown of participants for this offering follows.

2013-2014 DECISION MAKING FOR RESULTS DATA TEAM TRAINING Professional Development Participant Breakdown		
District Administrators	21	7.3%
School Administrators	84	29.1%
Curriculum Personnel	37	12.8%
Classroom Teachers	133	46.0%
Media Specialists	2	0.7%
Other Participants	6	2.1%
Guidance/School Psychologists	6	2.1%
TOTAL PARTICIPANTS	**289**	**100.0%**

Mapping History with Common Core State Standards

In an effort to integrate social studies instruction and the Common Core State Standards for English language arts (ELA), the Office designed a professional development series specifically for K-5 and 6-12 social studies teachers, department chairs, and supervisors. In order to build capacity within schools and districts, ELA teachers, department chairs and supervisors, as well as, special education and gifted and talented teachers were also invited to participate. Schools were asked to send a team representative of this range of targeted audience.

Eight sessions (four in the series for grades K-5 and four for grades 6-12) were held regionally in each of three locations: Spartanburg, Florence and Walterboro. Topics included

- the integration of social studies standards content and the CCSS for ELA
- the application of instructional strategies useful across content areas to promote students' critical thinking, and
- creating unit plans that utilize reading, writing and researching processes to enhance students' deeper comprehension of social studies content.

A total of 285 educators participated in this series with classroom teachers representing the predominant group at 82.1% of all participants. Classroom teachers include 139 ELA and 88 content teachers (87 social studies and 1 CATE) teachers.

2013-2014 MAPPING HISTORY with COMMON CORE STATE STANDARDS Professional Development Participant Breakdown		
District Administrators	12	4.2%
School Administrators	5	1.8%
Curriculum Personnel	28	9.8%
Classroom Teachers	234	82.1%
Other Participants	4	1.4%
Guidance/School Psychologists	1	0.4%
Teaching Assistants	1	0.4%
TOTAL PARTICIPANTS	**285**	**100.0%**

Early Childhood Literacy Training

Early childhood professional learning opportunities provided support for teachers in creating a classroom environment that promotes multiple and varied opportunities for young learners to enhance their knowledge, skills, dispositions, and feelings. Sixteen sessions were offered in 2013-2014, eight full-day events and eight one-to-three hour sessions.

A variety of offerings in 2013-2014 include the Child Development Education Pilot Program (CDEPP) informational sessions, the Opening the World of Learning (OWL) curriculum sessions, *Preschool Reading and*

Writing Fundamentals, *Intentional Ways to Teach Concepts of Print and Language*, and a two-day *Best Practices in Early Childhood Curricula* series. Approximately seventy-three percent of the attendees for these sessions were classroom teachers and their teaching assistants. A complete breakdown follows.

2013-2014 EARLY CHILDHOOD LITERACY Professional Development Participant Breakdown		
District Administrators	28	9.1%
School Administrators	38	12.3%
Curriculum Personnel	10	3.2%
Classroom Teachers	157	50.8%
Teaching Assistants	68	22.0%
Other Participants	8	2.6%
TOTAL PARTICIPANTS	**309**	**100.0%**

Writing in the Age of Common Core State Standards

This five-session series was offered to K-12 administrators and teachers to help their schools meet the increased writing demands required by the CCSS. Sessions supported educators in how to teach students to write effectively across all types of writing. The initial session, presented centrally in Columbia, provided an orientation and introduction to the Exemplary Writing Program (EWP) and its use as a lens for self-assessment of a school's writing program. The four subsequent sessions were presented regionally and expanded on selected EWP criteria establishing writing as a core component of literacy in all content areas.

Schools and districts were encouraged to send a team to all five sessions to promote continuity and follow-up for future implementation of best practices in writing across contents. Over two-thirds of participants were either classroom teachers (57.5%) or curriculum personnel (25.1%).

2013-2014 WRITING IN THE AGE OF COMMON CORE STATE STANDARDS Professional Development Participant Breakdown		
District Administrators	15	7.2%
School Administrators	16	7.7%
Curriculum Personnel	52	25.1%
Classroom Teachers	119	57.5%
Other Participants	5	2.4%
TOTAL PARTICIPANTS	**207**	**100.0%**

Summer Literacy Institute Series

The Literacy Summer Institutes were offered regionally during both June and July, 2014 as grade-level specific, two-day sessions. Each was designed to support the target audience of teachers in planning units of study with an emphasis on incorporating reading, writing, and researching processes within social

studies and science curricula. Some areas of exploration for planning these units include: building knowledge through content-rich informational text; enhancing student engagement with increasingly more complex texts; exploring predictable structures of non-fiction text; and developing content vocabulary.

More than two-thirds (77.8%) of those attending the ten sessions offered in June were teachers. A full breakdown for June, 2014 follows. As of the date of this report, data for July sessions are incomplete.

JUNE, 2014 LITERACY SUMMER INSTITUTES Professional Development Participant Breakdown		
District Administrators	6	6.7%
School Administrators	3	3.3%
Curriculum Personnel	6	6.7%
Classroom Teachers	70	77.8%
Teaching Assistants	4	4.4%
Other Participants	1	1.1%
TOTAL PARTICIPANTS	**90**	**100.0%**

Summer Reading Camp Sessions

The South Carolina General Assembly directed districts and the South Carolina Department of Education (SCDE) to provide Summer Reading Camps in 2014 "for students who are substantially not demonstrating reading proficiency at the end of the third grade." During the spring, the SCDE scheduled preparatory, regional technical assistance sessions for district administrators and professional development sessions for Summer Reading Camp teachers and teacher leaders.

The four regionally-offered half-day technical assistance sessions for administrators provided an overview of the proviso, an opportunity to plan with other districts and community organizations to discuss partnerships, and provide an explanation of SCDE guidelines for implementation. Guidelines included teacher selection and qualifications, program requirements such as daily schedule and curriculum, and student eligibility.

The four regionally-offered full-day professional development sessions for teachers and teacher leaders provided a portrait of a typical day in a Reading, Writing, and Researching Workshop classroom. To support implementation of this model, teachers received:

- support for the integration of social studies content in a backward planning process,
- instructional strategies and resources for explicit teaching, and
- assistance in the implementation of formative assessments to guide individualized instruction.

Combined participation in the Summer Reading Camp technical assistance for administrators and professional development sessions for teachers and teacher leaders demonstrates a relatively equal representation of classroom teachers and district administrators (39.0% and 38.2% respectively) with much lower participation by schools administrators and curriculum personnel. A full breakdown of participation follows.

2013-2014 SUMMER READING CAMP Professional Development Participant Breakdown		
District Administrators	102	38.2%
School Administrators	20	7.5%
Curriculum Personnel	38	14.2%
Classroom Teachers	104	39.0%
Teaching Assistants	1	0.4%
Media Specialists	2	0.7%
TOTAL PARTICIPANTS	**267**	**100.0%**

2014-2015 Professional Learning Opportunities

Professional summer learning opportunities are presently being conducted for fiscal year 2014-2015. In July, fifteen 2-day Literacy Summer Institute Sessions were conducted at various regional locations. Additionally, plans are currently underway for a continuation of several popular offerings such as the Best Practice Series featuring national speakers/authors and Literacy Leaders.

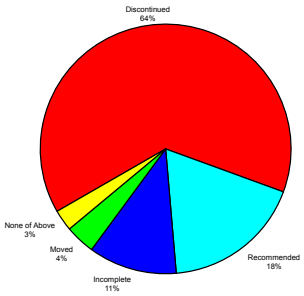
For further information, please contact Candice Lowman Walsh, Team Leader for the Reading and Early Learning Team in the Division of School Effectiveness: 803-734-0091 or clwalsh@ed.sc.gov

Clemson University Reading Recovery® Training Center for South Carolina 2013-14

- For the 7th year in a row, South Carolina has exceeded the national Reading Recovery results!
- 235 teachers in 23 school systems in South Carolina taught 1,971 students in Reading Recovery.
- 163 schools participated in Reading Recovery and were supported by 13 teacher leaders. A total of 91 teachers were trained: 35 in Reading Recovery and 54 in Early Literacy Assessment and Instructional Strategies.
- 64% of **all** children served successfully completed (discontinued) Reading Recovery on or above grade level needing no additional services. This percentage includes the children that moved during the year and did not receive a complete program and those whose programs were cut short by the end of the academic year.
- 78% of the children who received a **complete** intervention were successfully discontinued.

Intervention Status of All Reading Recovery Students Served:

Clemson University, 2013-2014



- The results were accomplished in an average of 15.5 weeks with an average of 62 lessons.
- 82% of the children in Reading Recovery received free or reduced lunch; 39% of the children were African American; 12% of the children were learning English as a second language.
- Reading Recovery teachers serve students in Reading Recovery for 2.5 hours a day. During the larger part of the day, they serve their schools as Title One teachers, reading teachers, special education teachers, ESL teachers, literacy coaches, and classroom teachers.
- Combined with their other roles, Reading Recovery teachers taught **10,000 students** who directly benefited from their expertise and extensive literacy training. Compared to the traditional classroom teacher, the average Reading Recovery teacher teaches 40 students between Reading Recovery and his/her other role.
- **During the 2014-15 school year we will train 57 Reading Recovery Teachers and 55 teachers in Early Literacy Assessment and Instructional Strategies.**

READING

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$6,542,052	$6,542,052
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$6,542,052**	**$6,542,052**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		$25,000
Supplies & Materials	$89,736	$50,000
Fixed Charges		
Travel	$683	$10,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,451,633	$6,457,052
Other:		
Balance Remaining	$0	$0
TOTAL:	**$6,542,052**	**$6,542,052**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Instructional Materials**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$20,922,839**

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

Kriss Stewart

Telephone Number:

803-8310

E-mail:

kstewart@ed.sc.gov

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 in the current fiscal year

_**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:

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

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

State Board of Education Regulations 43-71

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Issue the 2014 Call for Bids for instructional materials in subject areas approved by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Assist district selection of instructional materials by providing adoption information and a venue (regional instructional materials caravan) for reviewing newly-adopted instructional materials.
Contract with publishers to provide quality, standards-based materials for use by public schools.
Assist schools with instructional material orders by providing schools with real-time access to 4,000 plus items through the Destiny Management System.
Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System).
Coordinate an annual physical inventory of state-owned materials used by schools and assess schools and districts for lost and damaged instructional materials fees.
Assess publishers and vendors for liquidated damages for late shipment of materials.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
The objectives support the mission:
By providing quality instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

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?

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?

Issued the 2013 Call for Bids in subject areas approved by the State Board of Education.
Coordinated Instructional Materials Public Review of recommended instructional materials.
Assisted district selection of instructional materials by providing adoption information and a venue (regional instructional materials caravan) for reviewing newly-adopted instructional materials.
Contracted with publishers to provide quality, standards-based materials for use by public schools.
Assisted schools with instructional material orders by providing schools with real-time access to 4,000 plus items through the Destiny Management System.
Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System).
Coordinated an annual physical inventory of state-owned materials used by schools and assess schools and districts for lost and damaged instructional materials fees.
Assessed publishers and vendors for liquidated damages for late shipment of materials.
Verified publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
The objectives support the mission:
By providing quality instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Instructional materials/programs for thirty-four subject areas including K-5 social studies, US Government, World History, and Career and Technology Education areas were approved by the State Board of Education.
Contracts were issued for new instructional materials aligned to state standards.
Citizen comments received from twenty-four colleges and universities hosting Public Reviews of recommended instructional materials.
Over 5,600 online orders processed for instructional materials approved by the State Board of Education.
Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.
Over 2,100 registrants for the Annual Instructional Materials Caravan.

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.

Instructional materials programs for K-5 social studies, US Government, World History, and Career and Technology Education areas were approved by the State Board of Education.
Contracts were issued for new instructional materials aligned to academic standards and Career and Technology Education course standards.
Citizen comments received from twenty-five colleges and universities hosting Public Reviews of recommended instructional materials.
Over 5,600 orders processed for instructional materials for the new school year.
Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.
Over 2,100 registrants for the Annual Instructional Materials Caravan held at fourteen regional locations across the state.

Question 7: Program Evaluations

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

See below.

Has an evaluation ever been conducted?

_____ **Yes**

_X__ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

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

_____ **Yes**

_X__ **No**

If yes, please provide URL link here.

If no, why not?

NA

Question 8:

While EIA revenues increased in 2012-13 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 2013-14?

A funding reduction would be absorbed by limiting the purchase of new instructional materials needed in the classroom.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

The purchase of newly-adopted instructional materials for classrooms would be limited. Continue to encourage publishers to provide digital materials for the classroom for possible reduction in cost of materials for the classroom.

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

INSTRUCTIONAL MATERIALS

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA - Recurring	$20,922,839	$20,922,839
General Fund		
EIA - Non-recurring	$8,000,000	
Lottery - Non-recurring		$18,904,095
Other Sources		
Supplemental		$1,666,161
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$28,922,839**	**$41,493,095**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services	$105,960	$200,000
Supplies & Materials	$25,816,879	$26,293,095
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,999,926	$15,000,000
Other:		
Balance Remaining	$74	$0
TOTAL:	**$28,922,839**	**$41,493,095**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	EAA – Technical Assistance
Current Fiscal Year:	2014-15
Current EIA Appropriation:	$8,800,000
Name of Person Completing Survey and to whom EOC members may request additional information:	Tina Jamison
Mailing Address:	1429 Senate Street Rutledge Room 604C Columbia, SC 29201
Telephone Number:	803-734-3397
E-mail:	tjamison@ed.sc.gov

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

_X_ 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

__ 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:

Education Accountability Act, S.C. Code of Laws Annotated, Section 59-18-1510 *et. seq.*

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

1A.14

Regulation(s):

None

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

__X__ Yes

____ 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 objective of Technical Assistance program is to improve school performance and student achievement by:

1. Providing financial and human resources to support identified State Priority Schools (formerly Palmetto Priority Schools);

2. Assisting schools in developing and implementing *Challenge To Achieve Plans* incorporating school turnaround strategies designed to improve student performance as measured by the annual state assessment program;

3. Awarding technical assistance funds; and

4. Monitoring student academic achievement and the expenditure of technical assistance funds in schools and report their findings to the General Assembly and the Education Oversight Committee.

The long-term mission of Technical Assistance is to build sustainable capacity in the identified State Priority Schools resulting in higher performance ratings for these schools.

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?

The Office of School Transformation reviewed, revised with the school staff as appropriate, and approved each State Priority School's *Challenge to Achieve Plan* and the associated budget for technical assistance funds awarded. Thereafter, the Office of School Transformation worked with each school to amend plans and budgets as appropriate during the school year. In addition to the office staff working with the schools, the agency contracted with the National Dropout Prevention Center to implement the External Review Team process in order to assist school leadership with development of their *Challenge to Achieve Plans*.

For accountability purposes, school principals were required to submit an amendment if changes to the *Challenge to Achieve Plans* were needed.

The changes in processes and activities for SY 2014-15 are centered on collaboration between the school and district's leadership team and the External Review Team to evaluate technical assistance needs. Such collaborations will result in the State Priority Schools having the opportunity to be recipients of on-going, targeted professional development that best fits the needs of the schools. The External Review Team will also collaborate with the leadership teams on a regular basis to help with determining activities in the *Challenge to Achieve Plans* that best address the school's needs.

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 direct products and services that were offered for State Priority Schools for SY 2013-14 were bundled as ongoing, year-long technical assistance, including on-site leadership and subject area trainings and professional development series. The External Review Teams provided assistance to the school's leadership teams in the development of the *Challenge to Achieve Plans.*

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.

At the end of SY 2013-14, seven (7) schools exited the Palmetto Priority Schools Project as a result of them no longer having an absolute rating of At-Risk.

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?

In 2006, the Education Oversight Committee contracted with a consulting firm to evaluate the Palmetto Priority Schools Project. The most recent internal evaluation occurred during SY 2012-13. The result of this evaluation is the sunsetting of the Palmetto Priority Schools Project at the end of SY 2013-14.

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

____Yes

__X__ No

If no, why not?

The Education Oversight Committee is the record keeper for the 2006 evaluation it arranged.

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?

As SCDE continues to reinstate the External Review Team process detailed in the Education Accountability Act, additional funds may be needed over time to fulfill the statutory commitments to At-Risk and Below Average schools. The average allocation to schools designated as "At-Risk" has declined from an average of $496,348 in 2006-07 to $150,000 for SY 2013-14. No technical assistance funds have been allocated to schools designated as “Below Average” since SY 2010-11.

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?

Objectives and priorities of the program would not change. Technical support is recommended for schools designated as "Below Average."

EAA-TECHNICAL ASSISTANCE

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$6,000,000	$8,800,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	$0	$1,084,828
TOTAL:	**$6,000,000**	**$9,884,828**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service	$8,800	$0
Contractual Services	$343,842	$1,000,000
Supplies & Materials	$275,142	$300,000
Fixed Charges	$1,650	$2,000
Travel	$6,923	$500,000
Equipment		$0
Employer Contributions	$2,039	$0
Allocations to Districts/Schools/Agencies/Entities	$4,276,776	$8,082,828
Other: Sales Tax	$0	$0
Balance Remaining	$1,084,828	$0
TOTAL:	**$6,000,000**	**$9,884,828**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: PowerSchool/Data Collection

Current Fiscal Year: **2014-15**

Current EIA Appropriation: $7,500,000

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

Paul Butler-Nalin, Ph.D.
Director, Office of Research and Data Analysis

Mailing Address: South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Telephone Number: 803-734-8086

E-mail: pmbutlernalin@ed.sc.gov

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: Title 59, Education, Chapter 20 Education Finance Act, Section 40.

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

Regulation(s): N/A

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

__ Yes

__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 South Carolina Department of Education (SCDE)funds PowerSchool, a student information system (SIS), used by all school districts, special schools, and state-operated education programs. The goal of this program is to support a comprehensive SIS that meets the data needs for state accountability management, and where applicable, federal reporting and accountability.

The main objective of the program is to provide funds to pay the annual software maintenance and technical support fees for the SIS software used by all districts, special schools and state operated educational programs. A related objective of the program is to pay for any necessary components of the statewide SIS system. A key necessary component of the state SIS, PowerSchool, is the Student Unique Numbering System (SUNS) infrastructure. The SUNS is used by all districts and schools to generate a unique identification number that a district or school can assign to each student’s data record so that the data can be maintained throughout a student’s K-12 enrollment. The program also provides funding to provide technical support and training to district staff on the use of PowerSchool and on appropriate data entry and data management of student information.

The student information system (SIS), PowerSchool, used by all districts in the state, provides the SCDE with a comprehensive data collection and reporting system for all public school districts. The SIS generates data necessary to conduct education accountability. The SIS includes data collection, storage, retrieval, analysis and reporting.

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.

During 2013-14, the SCDE conducted four (4) quarterly data collections and eleven (11) additional data collections to fulfill a variety of

mandated data reporting, testing and accountability requirements. In each case, data were extracted from the PowerSchool databases installed in all SC public school districts and at state operated education programs. These regular data collections were performed by SCDE staff in collaboration with district technology staff. Data collected from the school districts and schools were used to pre-code test booklets and answer sheets for the state standards assessments, to calculate dropout and graduation rates, to provide data for the direct certification process (to determine student eligibility of school subsidized meals program, and to meet other state and federally mandated data reporting requirements.

In 2013-14, the South Carolina Longitudinal Information Center for Education (SLICE) was implemented. SLICE consists of the SLICE data warehouse (which includes aggregate data derived from PowerSchool data), SLICE data dashboards, SLICE specialized applications, such as the Individual Graduation Plan (IGP) tool for guidance counselors and students; the Student Potential Performance Snapshot (SPPS), At-Risk Indicators application, used by guidance counselors; and, the Enrich-IEP, Individual Education Plan (IEP) application, for special education services. PowerSchool, SLICE, and the specialized SLICE applications, along with other district data/information systems, together constitute a system that potentially provides more accurate and timely operational data and information about longitudinal trends that can be used by educators and administrators to support effective teaching and learning.

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?

The SCDE Office of Research and Data Analysis staff provide technical support directly to school districts via phone, email, periodic meetings, workshops, and webinars. In addition, district and school PowerSchool staff have access to online technical support and periodic instructor-led PowerSchool training sessions held at PowerSchool University (PSU) conferences, offered by Pearson Technologies and Data Solutions (the vendor for PowerSchool). PowerSchool funds are used to pay the registration fees for district staff to receive PowerSchool PSU training, or to attend training sessions offered by SCDE staff and district experts during the PS Users Group (PSUG) annual conference in South Carolina. District participation in PowerSchool training sessions is logged using sign-in sheets, and through district invoices for reimbursement of registration fees, when applicable.

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 direct products and services delivered by this program included:

- Student attendance and enrollment data required to fund public K-12 education.
- District and school data used to support the state standards assessment programs.
- District and school student assessment, enrollment, and attendance data required to calculate graduation rate, dropout rate, and numerous other indicators of school and district effectiveness.
- Data required for the state accountability system – School and District Report Cards; and the federal accountability system – ESEA Grades for Districts and Schools.
- Data used in audits, program evaluation, and research studies on program effectiveness.
- Data to fulfill state and federal reporting, accreditation, and regulatory requirements.
- PowerSchool data are also used to fulfill federal reporting requirements of the US Department of Education, including EdFacts.

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.

This program provides funding to maintain both the school district SIS and the corresponding data system(s) at the SCDE.

Centralized funding of a SIS used by all districts and schools in the state, including centralized funding of PowerSchool and related technical components of such a system, provides a cost effective method of ensuring that accurate, reliable, and timely data are readily available for a variety of required purposes.

This program, centrally funded, reduces the overall costs that would be incurred by the state to carry out separate and partly redundant data collections at the state level.

Funding for the PowerSchool/SLICE Program supports the data management, data analysis and data reporting functions and staff in the SCDE Office of Research and Data Analysis, that are necessary to produce accurate and timely data for state and federal accountability and reporting purposes.

In FY 2014, the PowerSchool/SLICE Program:

- Supported the production of the South Carolina state accountability system Report Cards for all school districts and schools in the state, in accordance with the requirements of the SC Education Oversight Committee (EOC) in the SC Accountability Manual.
  http://ed.sc.gov/data/report-cards/
  http://www.eoc.sc.gov/reportsandpublications/2013-14%20Accountability/Pages/default.aspx

- Generated the South Carolina federal accountability system ESEA grades for all school districts and schools in the state, in accordance with the requirements of the South Carolina ESEA Waiver approved by the US Department of Education.
  http://ed.sc.gov/data/esea/
  http://ed.sc.gov/agency/lpa/ESEAFlexibility.cfm

- Collected, validated, and prepared district and school enrollment data used to allocate EIA funding to school districts (SCDE Office of Finance), for school accreditation and for meeting all federal and state program requirements (SCDE Office of Federal and State Accountability)
  http://ed.sc.gov/agency/cfo/finance/Financial-Services/
  http://ed.sc.gov/agency/ac/Federal-and-State-Accountability/

- Designed and implemented the network infrastructure, data management, security and privacy, and data reporting mechanisms to securely collect, store, and provide access to K-12 data and information for district and school educators and administrators.
  http://ed.sc.gov/agency/slice/slicebackground.cfm

- Launched a website and public portal to provide convenient access to K-12 summary data and information for public users (such as parents, legislators, researchers, etc.)
  https://slice.ed.sc.gov/
  https://slice.ed.sc.gov/PublicSLICEDataDashboards/45/Information

- Collaborated with other agencies to begin to create an inter-agency data governance structure, a set of policies, Memorandum Of Understanding (MOU), and procedures to address policy issues related

to the sharing of K-12, early childhood, higher education, social services and workforce data.

- Collected, validated, and prepared official student and membership data used by the SCDE Office of Finance to calculate per pupil funding for districts and schools.

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

_____**Yes**

_**X**__ **No**

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

N/A

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

____**Yes**

____ **No**

If no, why not?

SCDE monitors the accuracy of PowerSchool data collected from districts and schools by identifying, tracking, and correcting data errors, by providing validation and error reports to the districts for review and correction, and by using statistical analyses and error detection techniques to find and correct inaccuracies in the data from district PowerSchool databases during the school year, and by making comparisons of data across years for use in longitudinal analyses and reports, such as for the four-year graduation rate calculations.

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?

To absorb or offset potential EIA reductions totaling 5% and 10% in the PowerSchool/SLICE Program, the following strategies and options would be considered:

At 5% reduction level,

- Redesigning selected data processes, such as for the State Accountability system – District and School Report Cards, to produce the report cards and data files internally rather than using an external vendor(s).

- Reviewing, reducing or deferring the renewal of selected software licenses for applications used to manage data files, analyze and report data, or validate data received from school districts. Requiring school districts to validate their own data rather than having SCDE verify the accuracy of data submitted by districts.

- Reducing staff travel across the state to deliver PowerSchool training and technical support to districts. Shifting delivery of training and technical support for districts to online and phone support, rather than in-person regional and sub-regional meetings.

- Limiting the number of staff districts can send to professional training sessions provided by PowerSchool vendor.

At 10% reduction level,

- Delaying further development of SLICE data dashboards requested by school districts, for use by school principals, teachers, counselors and other educators.
- Reducing the number of training sessions for educators and administrators, and district staff, on data use, data privacy.
- Reducing the number of temporary contract staff currently supporting data management, data analysis and data reporting functions.
- Eliminating selected temporary positions and reassigning workload to existing permanent staff.

- Reducing the number of data-related standard reports produced annually on specific topics.
- Delaying release of data from SLICE for use by district and school educators and administrators.

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?

Currently, the annual maintenance and technical support fees for PowerSchool are based on a reduced per student rate calculated from the total number of students enrolled statewide. A reduction in funding for this program may adversely impact the per student rate the vendor would charge to individual school districts to provide the same technical support and maintenance required to keep PowerSchool up-to-date and functioning properly. Maintaining program funding is strongly advised to avoid the consequences associated with interruptions in data or degrading of data quality and data systems.

POWER SCHOOL & DATA COLLECTION

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$7,500,000	$7,500,000
General Fund		
Lottery		
Fees		
Other Sources		
Various Sources		
EIA Reduction		
Carry Forward from Prior Year		$2,175,179
TOTAL:	**$7,500,000**	**$9,675,179**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service	$167,375	$165,000
Contractual Services	$5,100,147	$6,950,179
Supplies & Materials	$3,085	$5,000
Fixed Charges		
Travel	$8,885	$10,000
Equipment		
Employer Contributions	$45,329	$45,000
Allocations to Districts/Schools/Agencies/Entities		$2,500,000
Other: Permanment Improvements		
Balance Remaining	$2,175,179	$0
TOTAL:	**$7,500,000**	**$9,675,179**
# FTES:		

EIA Program Report for Fiscal Year 2014

Coversheet

EIA-Funded Program Name: CDEPP- SCDE

Current Fiscal Year: 2014-2015

Current EIA Appropriation: $34,324,437

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

Mailing Address:

South Carolina Department of Education
Office of School Transformation
1429 Senate Street, Room 901-A
Columbia, SC 29201

Telephone Number: (803) 734-8251

E-mail: pdanielson@ed.sc.gov

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

_**X**_ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___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: NA

Proviso(s): Proviso 1A.83 If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s): NA

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

___ Yes

__X_No

We have SCDE CDEPP Guidelines, but they have not been approved by the State Board of Education. The CDEPP Guidelines are based on the requirements as stated in the Proviso.

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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The Child Development Education Pilot Program (CDEPP) is designed to serve 4-year-old children eligible for free/reduced lunch and/or Medicaid, in a full day, 180-day instructional program to prepare them to enter kindergarten ready to learn.

The annual objectives of the program were to strengthen the language / literacy program of CDEPP classrooms by offering professional development regionally and statewide for teachers and administrators. In addition, our annual objective was to provide on-site technical assistance to the new expansion CDEPP classrooms. The focus of the site visits was to assess the literacy environments of each classroom.

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?

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?

During the 2013-14 school year, SCDE staff supported 14 school districts new to CDEPP with the CDEPP expansion of 119 new classrooms. New CDEPP schools needed technical assistance to implement the program in a very short turn-around time to be ready for the new school year. SCDE staff partnered with DSS Child Care Licensing staff in the state office to provide CDEPP orientation training beginning in July. The SCDE CDEPP Coordinator, Penny Danielson, followed up with on-site visits and professional development during the summer and fall months to support district personnel as they selected school sites meeting the facility requirements, completed the intensive DSS Child Care Licensing process, selected curricula, and ordered equipment and materials from the SCDE approved list.

In November 2013, SCDE hired a second Education Associate, Amy Smith, to provide an additional staff person to support and monitor CDEPP programs. To date, all 119 new CDEPP classrooms in 55 schools in the 14 districts have had at least one monitoring visit. During each of the monitoring visits an assessment with the *Literacy Environment Checklist* has been completed. This assessment tool was adapted from the ELLCO (Early Literacy and Language Classroom Observation tool, 2002 edition). Following each assessment, immediate feedback and recommendations for quality improvements were provided to teachers and their administrators.

The goal for the current fiscal year is increase the number of site visits to include visits of all the newest CDEPP classrooms, as well as to visit at least a portion of the 4K classrooms in all CDEPP districts. There are plans to accomplish this with additional staff; as there are funds available to hire another Education Associate as well as utilize early literacy specialist. In addition, the data from the 2013-14 site visit assessments will be compared during monitoring visits next school year to insure that the quality level is at a minimum maintained; with the goal of continuous improvement.

Professional development sessions were offered during 2013-14 to all CDEPP districts and were provided both regionally and locally to include offerings of the following topics: language and early literacy, evidence-based curricula, child assessments, fostering social-emotional development, CDEPP best practices that meet the needs of children of poverty, and best practices for emergent readers and writers. The professional development was provided by trainers with high levels of expertise on the topics delivered. The trainers included SCDE Literacy Specialists, SCDE CDEPP staff, and two consultants with expertise in implementing an early literacy research project. All professional development sessions were pre-approved by the Center for Child Care Career Development to support teachers and administrators in meeting the annual DSS requirements for training.

Two statewide Early Childhood conferences are conducted by professional organizations during the year for providers to obtain valuable professional development required by the program guidelines as it relates specifically to educating children in poverty. Our office partnered with the SCDE Title I Office to leverage $81,455 in Title I funds. The SCDE coordinated for 212 CDEPP educators to receive scholarships to attend one of the early childhood conferences in January of 2014. This was available to all CDEPP districts, and the scholarships provided covered registration and travel expenses.

Annual professional development plans were collected by districts which submitted plans in 2013-14 and were reviewed by the CDEP staff. There will be an opportunity to collect and review professional plans from all districts in 2014-15, since our office now has a program coordinator to assist with this task.

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The chart below indicates the number of CDEPP educators attending the professional development offered by our office in 2013-14.

SCDE Professional Development CDEPP Data for 2013-14			
	# of PD Sessions	**# of Training Hours Provided**	**# Attending from CDEPP Districts**
PD Sessions for Teachers	18	74 hours	341
PD Sessions for Administrators	3	10 hours	117

Regional and statewide professional development sessions were conducted throughout the year. Participants in attendance at each session ranged from 20-75 with 458 participants in attendance throughout the year. In addition, 212 CDEPP educators attended an early childhood conference with funds provided through our office, for a total of 670 participating in professional development for 2013-14.

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.

Data collected from 119 CDEPP classroom site visits indicated positive measures of the classrooms in all areas of the ELLCO checklist.

Question 7: Program Evaluations

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

The EOC completed an external review.

Has an evaluation ever been conducted?

_X__ Yes

____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

See Previous EOC evaluation information.

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

__X__ Yes

____ No

A hard copy can be provided.

If yes, please provide URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 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 2013-14?

In 2013-14, there was approval to increase the per pupil amount back to the $4218 level. However, no funding for professional development or supplies and materials was given again this year. Any further per pupil reductions could result in districts discontinuing the program.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

If no additional funds are made available in the 2014-2015 school year, the full per pupil funding will again be reduced. No additional supplies/materials funding or professional development funding will be made available to districts to serve this 4-year-old population.

Also, districts who currently serve this population of students will not be able to increase their numbers of service and will be in jeopardy of being forced to reduce programs offered.

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

EIA-CDEPP-SCDE

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$20,240,998	$34,324,437
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	$0	$854,098
TOTAL:	**$20,240,998**	**$35,178,535**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$19,386,900	$35,178,535
Other:		
Balance Remaining	$854,098	$0
TOTAL:	**$20,240,998**	**$35,178,535**
# FTES:		

EIA Program Report for Fiscal Year 2014

Coversheet

EIA-Funded Program Name: Four-Year-Old Child Development

Current Fiscal Year: 2014-2015

Current EIA Appropriation: $15,513,846

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

Telephone Number: (803) 734-8251

Mailing Address:

South Carolina Department of Education
Office of School Transformation
1429 Senate Street, Room 901-A
Columbia, SC 29201

E-mail: pdanielson@ed.sc.gov

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

_**X**_ 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 in the current fiscal year

___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: 59-5-65, 59-139-05 et seq.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

43-264.1

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

_**X**__ Yes

____ 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:
The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure in districts that are not designated as CDEPP districts. However, changes in recent legislation gear the service to those students eligible for free/reduced lunch.

Current Annual Goals:
The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, and provide more effective parenting for children and increase parental involvement in 4K-12 education.

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?

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?

Throughout the year, several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

District audits and detailed by school expenditures are collected annually that provide expenditure information. Because of a reduction in the appropriation over the past several years, analysis of spending indicate that districts most often supplement with local and/or other state/federal funds.

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

According to the most recent NIEER (National Institute for Early Education Research), South Carolina is in the top 25% of states with access to 4-year-old pre-school programs.

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.

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs and are more likely to be ready to enter kindergarten.

Steven Barnett with NIEER in September 2011 stated that "preschool programs or even programs that succeed in serving all children from low-income families would produce a different dynamic, reducing the need for compensatory efforts in the early grades and changing who receives compensatory services.

Question 7: Program Evaluations

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

December 2011

Has an evaluation ever been conducted?

_X__ Yes

____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

National Institute for Early Education Research NIEER researchers reviewed access to programs, quality standards and resources. In the April 2013 NIEER report, findings indicate that SC had increased its enrollment of 4-year-olds in state pre-K by two percentage points in 2011-2012. As a result, the state improved its national ranking, moving up from 11th in the nation in 2010-2011 to 10th in 2011-2012 for access. According to the NIEER Report, the per child amount for prekindergarten has gone down in many states and South Carolina is no exception. South Carolina, which ranks 39th of 40 states with pre-K programs, spent $159 less per child in 2011-2012 than the previous year. And the NIERR report indicated that our state's two pre-k programs achieve 6 and 7, respectively, of NIEER's 10 benchmarks for quality standards.
The Yearbook's 10 quality standards reviewed with their respective benchmarks are:

- Teacher degree: Must have a bachelor's degree;
- Teacher training: Must have specialized preparation in preschool education;
- Assistant teacher qualification: Must have a Child Development Associate (CDA) or equivalent credential;6
- Professional development: Teachers must receive at least 15 hours of annual in-service training;
- Class size: May not exceed 20 children;
- Ratio: May not exceed 10 children per staff member;
- Early learning standards: Comprehensive standards as specified by the National Education Goals Panel for physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge;
- Comprehensive services: Vision, hearing, and health screenings and referrals as well as at least one service such as home visits, parent education, or nutrition information;
- Nutrition: Provision of at least one meal; and
- Monitoring quality: all sites are visited to assess program quality at least once every five years.

(For 2013-14, the amount allocated per child has been increased for the Child Development Education Pilot Program to $4,218.00)

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

_X__ Yes

____ No

If yes, please provide URL link here.

http://nieer.org/yearbook

http://nieer.org/publications/yearbooks/2012-south-carolina-release

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 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 2013-14?

Because all of the funding in this appropriation is flow-through to districts, districts will be tasked with finding additional revenue to support this program using local funding.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

Because proviso guidance was changed in the 2010-2011 school year, districts are now being asked to serve those students eligible for free/reduced lunch and/or Medicaid. This should ensure that the students most needy are being served.

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

EIA-FOUR-YR-OLD PROGRAM

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$15,513,846	$15,513,846
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$15,513,846**	**$15,513,846**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$15,513,846	$15,513,846
Other:		
Transfer Out		
Balance Remaining	$0	$0
TOTAL:	**$15,513,846**	**$15,513,846**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Teacher of the Year

Current Fiscal Year: 2014-15

Current EIA Appropriation: $155,000

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

Sherry Schneider

Mailing Address:

8301 Parklane Road, Columbia SC 29223

Telephone Number:

803-896-0384

E-mail:

sschneider@ed.sc.gov

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:

General Appropriation Act, 2007 S.C. Acts 117, Proviso 1A.18.

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?

_X_ Yes

____ 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 objective of the Teacher of the Year program is to celebrate excellence and strengthen the teaching force by honoring and recognizing exceptional teachers on a district, state, and national level. The long-term mission of the program is retention and recruitment. Each Teacher of the Year serves as an advocate for the profession by motivating high school students, college students, and career changers to enter the classroom. Since 1956, one teacher and four Honor Roll teachers have been selected by two separate panels of educators, deans, and business representatives. This educator then spends one school year of service as a roving ambassador providing mentoring, attending speaking engagements, participating in leadership programs, working with Teacher Cadets and Teaching Fellows, leading the state Teacher Forum and serving as a spokesperson for the state's public school educators.

This program not only honors the selected recipients, but all teachers in South Carolina. Incentive points are given to those teachers who have become National Board Certified. Honor Roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded $1,000 each. Four Honor Roll Teachers receive $10,000 each. The State Teacher of the Year receives $25,000. All awards are subject to state taxes.

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?

In 2013-14, 82 districts participated. In addition, the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and the Blind also participated bringing the total to 85. The Office of Educator Services works with public information specialists and/or coordinators from each district in an advisory role as they select their District Teacher of the Year. All names are due to SCDE on the 13th of September and all applications are due January 3, 2014. This office attends five regional forum meetings to provide information and tips about the application process, answers ongoing phone calls and emails, and selects and secures 28 exceptional judges from the education and business community to serve on the screening and selection committees. The office representative is constantly in contact with District Teachers of the Year, coordinators, and judges. The representative works with CERRA to coordinate a day of judging. She also provides information and written support to South Carolina Future Minds.

The State Teacher of the Year, Darleen Sutton, served as an exceptional role model and ambassador traveling throughout the state to speak and interact with Teacher Cadets, Teaching Fellows and educators. She served as the chair of the State Teacher Forum and participated in regional forum meetings. She participated in Leadership South Carolina, an experience which gave her an opportunity to share the teaching profession's point of view with statewide business leaders. Ms. Sutton also participated in the Education Policy Fellows Program, a professional development program designed to give educators an opportunity to work toward the implementation of sound education policy and practice in South Carolina. Ms. Sutton provided mentoring to induction teachers and championed teaching as a profession to clubs and organizations. She had an opportunity to meet and share ideas with other State Teachers of the Year at an all-expenses paid conference in Arizona. Ms. Sutton also had the honor of meeting the President at the National Teacher of the Year Celebration in Washington, D.C.

In the spring, the Teacher of the Year banquet, sponsored by South Carolina Future Minds, was held in Columbia. State Superintendent of Education Mick Zais and Governor Nikki Haley announced Jennifer Ainsworth, a special education teacher from Horry County, as the 2014-15 State Teacher of the Year. Participation in the 2014-15 programs is now underway and participation is again high with 83 districts and agencies.

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 Teacher of the Year program is designed as a retention, recruitment and motivational tool. Eighty-five districts and state agencies participated in 2013-14. The State Teacher of the Year continues to serve as a year-long ambassador for South Carolina's teachers working closely with district teacher cadet programs and CERRA's teaching fellow program. The State Teacher of the Year also works closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor who trains, encourages, mentors, and retains members of South Carolina's teaching workforce. In addition, the State Teacher of the Year serves as a liaison between the teaching profession and the business community throughout the state. Honor Roll teachers and District Teachers of the Year are actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a Teacher of the Year for each school. This process encourages excellent teaching and rewards hundreds of teachers across South Carolina. Many of each year's applicants typically have participated in the Teacher Cadet program as participants or as mentors.

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.

Outcomes include high participation in the Teacher of the Year program with 83 districts and the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and Blind participating. The judging process ensures competitiveness, fairness, and excellent finalists. Business sponsors endorse the importance of the teaching profession and remain actively engaged as judges as well as providing funding for and attending the Teacher of the Year Banquet held in Columbia in the spring. The Teacher of the Year continues to be an excellent ambassador for South Carolina and strong recruitment tool as she addresses teacher cadets, teaching fellows and induction teachers. She continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high; coverage often appears on the front page with several follow-up stories.

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?

Spring 2005

Members of the Division of Educator Quality & Leaders, CERRA, and former judges met at the DEQL to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all district applications. Consequently, each set of judges (3 sets) read and score approximately one third of the applications. In addition, the name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally, since the outgoing Teacher of the Year often works with the current District Teachers of the Year, it was established that there would be a four year lapse before a veteran Teacher of the Year could be a judge. Although the program had not had problems, it was felt this would reinforce an impartial process. The judging seasons continue to run smoothly and all felt these safeguards were a positive adjustment.

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

_X__Yes

____ No

http://ed.sc.gov/agency/programs-services/TeacherRecognition.cfm

If no, why not?

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?

This is a fixed amount based on district participation it includes all participating districts plus DJJ, Palmetto Unified and the SC School for the Deaf and the Blind. Eighty-six will participate in 2014-15.

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?

This is a fixed amount. We do not and have not requested additional funding above the level indicated.

TEACHER OF THE YEAR

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$155,000	$155,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$155,000**	**$155,000**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$153,940	$155,000
Other:		
Balance Remaining	$1,060	$0
TOTAL:	**$155,000**	**$155,000**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	**Teacher Quality Commission**
Current Fiscal Year:	**2014-15**
Current EIA Appropriation:	**$372,724**
Name of Person Completing Survey and to whom EOC members may request additional information:	**Mary Hipp**
Mailing Address:	**Office of Educator Services** **SC Department of Education** **8301 Parklane Road** **Columbia, SC 29223**
Telephone Number:	**(803) 896-0352**
E-mail:	**mhipp@ed.sc.gov**

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:

Title 59, Chapter 25
Title 59, Chapter 26

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

Regulation(s):

R43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

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

__x__ Yes

____ 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 long-term mission of the Office of Educator Services (OES) is the recruitment, preparation, licensure, and recognition of educators. Whether focusing on the accreditation of educator preparation programs, recruiting and retaining effective teachers and leaders, or assisting schools and districts to assure that educators obtain appropriate licensure, the mission is to meet the continuum of educator needs from the pre-service level throughout the educator's career.

Current Annual Objectives:

To support and improve educator preparation programs and pre-service teacher preparation

To efficiently and effectively license educators

To recruit, retain, and recognize educators

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?

Accomplishments:

1. The Office of Educator Services has been re-organized into two teams: Educator Professions and Licensure and Alternative Licensure. The programs within the Educator Professions and Licensure team include educator preparation; professional practices; teacher recruitment; Teacher of the Year; cultural exchange, and academic licensure. The Alternative Licensure team includes the Program of Alternative Certification for Educators (PACE), American Board for Certification of Teacher Excellence (ABCTE), Teach for America, and Work-based Licensure (CATE). This realignment includes placement of two strong Team Leaders, focuses on staff productivity and customer service, and provides opportunities for cross-training and succession planning.
2. The OES website is reviewed and updated on a continuous basis to improve functionality for applicants and educators.
3. Academic Licensure and Alternative Licensure issued over 5,400 first-time licenses during fiscal year 2013-14.
4. Educator Professions staff members conducted three accreditation visits as well as six one-year out reviews in preparation for accreditation visits during 2014-15.
5. Educator Professions conducted four reviews of new program proposals that resulted in the recommendation of four new programs.
6. In preparation for the transition from National Council on the Accreditation of Teacher Preparation (NCATE) to the Council on the Accreditation of Educator Preparation (CAEP), Educator Professions hosted CAEP 101 conference for representatives from South Carolina educator preparation programs.
7. As part of the continuous program improvement process, the PACE II curriculum was rewritten to remain rigorous and relevant and implemented statewide. The number of PACE candidates hired by districts now approached the number hired prior to the economic downturn in 2008 and 2009.
8. Teach for America and ABCTE numbers increased, and TFA partnered with fourteen school districts.
9. The Department of Defense transitioned Troops to Teachers to a regional delivery model. As a result, OES no longer has full-time employees assigned to this recruitment program. The

Alternative Licensure team, however, continues to support candidates who are participating in Troops to Teachers.

10. Current Memoranda of Understanding with Spain, France, India, and China were enforced. An OES staff member participated in a visit to China with the state superintendent of education for the purpose of expanding the cultural exchange program.
11. Teacher recognition continues to be an important function and school districts were provided assistance with their Teacher of the Year programs. The Milken Educator awards program was implemented as was the South Carolina Teacher of the Year Program.

Planned Changes:

1. RFP for a new educator database will be issued.
2. The state will continue to support the transition to CAEP standards and complete the NCATE legacy accreditation visits.
3. Alternative Licensure will convene an advisory group which encompasses all programs and initiatives and conduct regional recruitment sessions.

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.

Office Productivity:

1. Over 51,000 callers were assisted and approximately 65,000 e-mail responses were provided.
2. 43,518 educator cases were processed, and 118, 882 documents were entered into the educator database.
3. Over 5,400 first time licenses were issued.
4. OES issued 115 International licenses and sponsored approximately 80 cultural exchange teachers.
5. Three educator preparation programs were reaccredited with support of EIA funding.
6. Districts submitted Confirmation of Employment for 647 PACE candidates, 58 ABCTE educators, and 187 Teach for America Corps Members.

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.

1. The Office of Educator Services is responsive to educators across SC. The goal for 2013-14 was to achieve and maintain a case turn-around time of two weeks year round. That goal has been met during non-peak times of the year; however, the goal for processing cases during the peak summer season is more realistically three to four weeks. A hardware and software failure of the educator database in May 2014 contributed to a case backlog at the beginning of the busiest processing time of the year.
2. NCATE/State accreditation reviews, Higher Education Roundtable meetings, and the work of the Deans Alliance continue to have a positive effect on teacher preparation in the state.
3. OES has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.
4. South Carolina has a strong and viable International Visiting Teachers Program.
5. The South Carolina Teacher of the Year program is an exemplary program that recognizes outstanding teachers from across South Carolina.

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?

Evaluations are conducted by individual programs. PACE participates in Title II annually.

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

__X_Yes

____ No

http://ed.sc.gov/agency/se/

If no, why not?

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?

OES will continue to maximize our impact on educators in SC while continuing to look for ways to reduce costs. We will continue to look at ways to reduce on-site training and replace it with virtual instruction, and we will shift to pay for services models when doing so is both feasible and prudent. Our office would be able to absorb or offset potential reductions by shifting service delivery routes, reducing travel, and utilizing generated revenues.

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?

Day to day functions of the Office of Educator Services to improve Teacher Quality would be negatively impacted by this loss of revenue.

TEACHER QUALITY

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$372,724	$372,724
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$372,724**	**$372,724**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services	$10,429	$250,000
Supplies & Materials	$3,583	$86,724
Fixed Charges	$700	$1,000
Travel	$983	$10,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Sales Tax		
Balance Remaining	$357,029	$0
TOTAL:	**$372,724**	**$347,724**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Teacher Salary Supplement and Employer Contributions

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$143,407,443**

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

Mellanie Jinnette

Mailing Address:

1429 Senate Street, Room 308, Columbia, SC 29201

Telephone Number:

803-734-3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: 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

__ 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

__ 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:

59-20-50(b)

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

1A.17

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.)

Long-term Mission:
The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:
Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. The average teacher salary for FY 2014 was $48,430.

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?

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

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 Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. It is the intent of the General Assembly to appropriate dollars to ensure that teachers in SC are paid at $300 above the Southeastern average.

In FY 14, the projected Southeastern average was $48,858 as reported by the SC Budget and Control Board – Division of Research and Statistics. The actual FY 14 average teacher salary was $48,430. The slight difference is due to the fact that several districts are still behind in providing step increases to teachers because of the recession of 2009.

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.

The slight difference between the SC average teacher salary and the projected SE average is due to the fact that several districts are still behind in providing step increases to teachers because of the recession of 2009. Districts, however, are beginning to pay teachers on the current salary schedule and to ensure they have made up the step increases that were frozen for several years.

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____Yes

__X__ No

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

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

____Yes

____ No

If no, why not?

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?

Districts will continue to be funded at the levels generated by their Professional Certified staff reporting. If state appropriations are reduced, at any level, districts would have to absorb any reductions in teacher salary. Because districts are required to maintain levels at or above the State Minimum Salary Schedule, districts would be required to maintain the salary funding should state funding not be available.

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?

If no additional EIA revenues are generated and the minimum salary schedule is increased, districts would be required to use local funds to meet minimum salary requirements.

Because funding is based on a teacher's years of experience and degree level, additional money in Teacher Salary Increase cannot be paid to the teachers as an increase in pay. If legislatures desire a teacher pay increase, the funds should be an increase to the base or EFA.

TEACHER SALARY SUPPLEMENT AND EMPLOYER CONTRIBUTIONS

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$141,523,712	$143,407,443
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer To: National Board		
Carry Forward from Prior Year	$2,953,180	$7,526,552
TOTAL:	**$144,476,892**	**$150,933,995**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$133,011,842	$150,933,995
Other:		
Balance Remaining	$7,526,552	$0
TOTAL:	**$140,538,394**	**$150,933,995**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: National Board Certification

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$55,500,000**

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

Mellanie Jinnette

Mailing Address:

1429 Senate Street, Room 308, Columbia, SC 29201

Telephone Number:

803-734-3605

E-mail:

mjinnett@ed.sc.gov

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:

59-26-85

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

1A.30; 1A.45

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.)

Long Term Mission: to elevate the teaching profession by providing high quality professional development for teachers based on national standards

Current Annual Objectives: (1) to reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers (2) to help reduce teacher turnover by providing incentives for teachers to remain in the classroom.

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?

Current Annual Objectives:
1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of School Effectiveness (DSE) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
2. The CERRA web-site and CERRA's EOC Annual Report provides detailed information on the NBCT program. CERRA and DSE staff are available to provide support and guidance to any teacher interested in participating in this important program.
3. CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
4. Additional information is available on the National Board website.
5. Teachers in at-risk schools who complete the application process never have to repay regardless of whether they certify.
6. The state supports teachers who have achieved the national Board certification with the payment of a salary supplement of $7500 or $500 depending on when the teacher originally applied.
7. Many school districts provide additional incentives for NBCTs.

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.

In the 2013-2014 school year, CERRA provided 2 district liaison meetings to inform districts of legislative program affecting the program.

The SCDE Office of Finance provided school districts, special schools and the two Governor's schools funding as follows:

$7,500 – 5,792 teachers in the amount of $52,942,073

$5,000 – 334 teachers in the amount of $2,045,141

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.

Currently over 6000 teachers in SC receive the National Board Salary Supplement.

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____Yes

___X_ No

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

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

____Yes

___ No

If no, why not?

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?

The National Board program is exempt from EIA reductions.

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?

Given the current statutes, the General Assembly would have to make a recommendation to reduce either the supplement amount and/or put a cap on the number of candidates who qualify for the supplement.

In 2013-2014, the SCDE did have to transfer funds to meet the statutory obligations to our teachers for this program because of a reduction in funding.

NATIONAL BOARD CERTIFICATION

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$54,000,000	$55,500,000
General Fund		$0
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer In	$1,117,175	
Transfer Out		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$55,117,175**	**$55,500,000**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$55,117,175	$55,500,000
Other:		
Balance Remaining		$0
TOTAL:	**$55,117,175**	**$55,500,000**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Teacher Supplies

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$13,593,000**

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

Mellanie Jinnette

Mailing Address:

1429 Senate Street, Room 308, Columbia, SC 29201

Telephone Number:

803-734-3605

E-mail:

mjinnett@ed.sc.gov

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.)

1A.11

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.)

Long-term Mission:
The goal of the program is to ensure that the teacher supply reimbursement funds are paid in accordance with the proviso and to districts in adequate time so that teachers are able to purchase needed supplies and materials before students report on the first day of class.

Current Annual Goals:
The mission is to provide “up to” $275 per qualifying teacher, reimbursement for out-of-pocket expenses related to purchases for the classroom, in a timely manner.

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?

In compliance with proviso 1A.12, teacher supply funds were paid to qualifying teachers on or before July 15. Districts provided funding to teachers "on the first day, by contract, are required to be in attendance at school"
The Professional Certified Staff (PCS) system is used to verify and trace eligible staff as outlined in the proviso.
Audited financial data is collected each year to ensure program financial viability.

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.

A reconciliation of all teacher supply funding is completed after November 30 of the fiscal year. This method ensures that the correct number of eligible personnel are reimbursed according to the guidelines.

In FY 2013-14 almost 50,000 teachers were funded for teacher supply reimbursement.
This included all school districts (to include the state charter district), vocational centers, special schools, and both governor schools.

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.

Teachers received funds to pay for classroom supplies and materials on the first day of reporting for work in the 2013-14 school year. Teachers were able to be funded the full amount of $275 because of an increased appropriation for this school year.

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____Yes

__X__ No

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

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

____Yes

____ No

If no, why not?

Not required

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?

For several years, teachers were not able to be funded at the full $275 level as prescribed in the proviso so the Department of Education requested that the language be changed to making the payments "up to" $275. If the appropriation is reduced, the teachers will receive less funding for much needed supplies for their classrooms.

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?

Reducing this funding would have a direct impact on teachers. It is difficult, however, to determine exactly how much money will be needed because of the fluctuation of the number of teachers from one year to the next. As long as the appropriation stays constant, the SCDE can at least continue to fund "up to" $275 and not considerably less than that amount.

TEACHER SUPPLIES

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$13,596,000	$13,199,520
General Fund		
Lottery		
Fees		
Other Sources:		
Transferred in	$825,150	
Carry Forward from Prior Year	$0	
TOTAL:	**$14,421,150**	**$13,199,520**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$14,418,675	$13,199,520
Other:		
Balance Remaining	$2,475	$0
TOTAL:	**$14,421,150**	**$13,199,520**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Professional Development**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$5,515,911**

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

Ruth Nodine

Telephone Number:

803-734- 3540

E-mail:

rnodine@ed.sc.gov

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 in the current fiscal year

_**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:

1A.29.SCE EIA: Professional Development

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

General Appropriation Act, 2013, Proviso 1A.29. (SDE-EIA: Professional Development)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

EIA funds are appropriated for Professional Development and expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts, to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards, and to analyze results for needed modifications in instructional strategies.

Funds were allocated directly to districts in support of this mission through the Professional Development Program. These funds also supported the goals of the Office of Instructional Practices and Evaluations. The 2013-14 goals of the PD program are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

The Office of Instructional Practices and Evaluations provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practice, build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Instructional Practices and Evaluations seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in South Carolina.

Most recently, the professional development focus has been on training teachers and administrators on the Common Core State Standards and we transition to and implement them in South Carolina.

Question 4: In the prior fiscal year, 2012-13, 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?

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

Professional development was again provided through Webinars and regional meetings in the areas of Literacy, Modern and Classical Languages, Visual and Performing Arts, Gifted/Talented, Advanced Placement, Social Studies, and Comprehensive Health Education. In addition to the previous trainings, during the 2012-13 year, the Office of Instructional Practices and Evaluations continued its practice of live streaming, videoing, and archiving local training events in support of the Common Core State Standards (CCSS). There were more than 30 Live Streaming events recorded during the academic year and 20 during the summer, making them accessible to those unable to physically attend. The archived training events (links to videos, PPTs, and handout materials) and other support resources can be accessed on the SCDE's Common Core Support site http://ed.sc.gov/agency/programs-services/190/ccss-support/index.cfm The recorded events represent less than a third of professional development events offered throughout the state.

For funds allocated directly to school districts, the districts are required to complete a Web-based survey annually which summarizes the progress made toward these goals. The Office of Instructional Practices and Evaluations collected this data for a summary report. Based on the most recent data provide by the districts (FY12), some of these funds supported the professional development of teachers and administrators but some were transferred to the district general funds because of Provisos 1.32, 1.52, and 1A.17; Joint Resolutions H4905/H4595 (SDE-EIA: School Districts and Special Schools Flexibility). These provisos allow for flexibility in the spending of Education Improvement Act funds including the PD dollars.

Samples of what districts reported use of funds:

- Instructional supervisors worked with district and school administrators to plan professional development opportunities for core content teachers in kindergarten through twelfth grade. The professional development plan centered on the needs identified from current assessment data and the implementation of Common Core State

Standards. This professional development occurred throughout the year as well as the summer. Funds were used for stipends and fringe benefits for summer professional development. Funds were also used to purchase materials to support these professional development plans.

- These funds were used to provide training, particularly in math, to provide teachers training on the implementation of Common Core State Standards.
- Teachers attended Reading, Math, and Technology workshops and a Social Studies conference. They also began initial implementation of CCSS ELA and Math shifts. Teachers increased the amount of informational text read in their classrooms, a focus was placed on increasing informational text in the classroom libraries, and additional time was devoted to independent reading. Elementary teachers focused on training and implementing "The Daily 5" and "Cafe" strategies in their classrooms.
- Professional Development funds were used to pay consultant fees. These teachers then participated as members of professional learning communities with other grade level team members. As a result of collaboration, all teachers on the grade level teams were able to improve their knowledge and classroom practice which in turn improved student achievement of state standards. Focus topics were balanced literacy, using data to make instructional decisions, and shifts in instructional strategies that support Common Core State Standards. Sessions were also held for teachers of gifted students and specific strategies for working with middle school students. Professional texts were purchased that were used as part of a book study. Supplies were also purchased that were used during ongoing professional development sessions presented by district staff. Travel to state meetings and conferences was also paid using these funds.
- PD Funds were used to provide training in reading and math strategies to help low preforming students as well as provide funding for teachers to attend conferences.

OTHER DISTRICTS

- Funds were flexed for district operations
- Sumter School District strives to maintain or exceed the B ESSA Waiver status. During the 2011-2013 school year, the District flexed most of the funds.
- Professional development funds were flexed due to on-going budget cuts.
- The majority of funds were flexed.
- Funds were flexed according to the flexibility proviso.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.
During the FY12, 29,138 teachers experienced professional development supported by the EIA funds. (According to the PD Collection Database)

FY13	FY12	FY11	FY10	FY09	FY08	[FY07]	Content area
21.3%	25.8%	27.7%	25.6%	20.2%	20.3%	[20.1%]	English Lang Arts
19.2%	22.2%	26.7%	22.5%	18.9%	18.9%	[18.7%]	Mathematics
14.8%	17.3%	16.0%	19.5%	17.5%	17.5%	[17.4%]	Science
13.8%	13.8%	15.1%	18.1%	16.5%	16.5%	[16.3%]	Social Studies
6.2%	1.4%	2.1%	1.9%	.9%	0.8%	[1.4%]	Health & Safety
1.3%	0.3%	0.3%	1.1%	1.4%	1.4%	[0.8%]	World Languages
0.9%	0.7%	0.2%	1.5%	1.6%	1.6%	[2.5%]	Physical Education
1.3%	0.8%	0.8%	2.1%	2.5%	2.5%	[2.5%]	Visual & Perf Arts
*---	*---	5.5%	5.7%	20.55%	20.6%	[20.4%]	Multi-curricular
7.9%	4.6%	5.7%	2.0%	----	---	---	RTI
13.3%	13.1%	---	---	----	---	---	*Other

The above categories continued to have teachers and administrators attend state provided professional development through Webinars, recorded Elluminate sessions, and regional workshops in the 2012-13 school year.
Source: PD Data Collection excel document.

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.

PASS Scores

Regarding PASS results, every grade level made gains in the percentage of students demonstrating proficiency in at least two subject areas. Every grade level made gains in the mean scale score in at least two subject areas with the exception of grade 7, which made gains in only social studies. The percentage of third graders demonstrating proficiency on the PASS reached a new high in 2013.

Some progress was made in closing achievement gaps. Data was available to assess 26 possible achievement gaps between demographic groups. Between white and black students, 16 gaps decreased, 8 gaps increased, and 2 gaps were unchanged. Between white and Hispanic students, 19 gaps decreased, 6 gaps increased, and 1 gap was unchanged. Between subsidized meal students and non-subsidized meal students, 18 gaps decreased, 7 gaps increased, and 1 gap was unchanged. Not much progress was made closing achievement gaps between students with disabilities and non-disabled students, where 17 gaps increased, 8 gaps decreased, and 1 gap was unchanged. [August 1, 2013 News release]
PASS data packet

District Reported Outcomes on PD

ELA

- Implemented quarterly benchmark assessments in all core areas in grades 1-12 to identify remediation needs for students prior to state testing. State report card and ESEA ratings strong.
- PASS ELA scores improved in 4th grade (70.1 to 77.1), 7th grade (62.8 to 70.7 and 8th grade (61.2 to 66.6). Female subgroup increased on HSAP-ELA from 90.7 to 92.9 for Level 2 or higher. On EOC for English 1, the Hispanic subgroup improved their passing rate from 54.1 to 56.3.
- Based on the comparisons of 2011 to 2012 results on PASS, HSAP and EOC assessments, the district scores indicate significant improvement. The percent of students scoring met and exemplary on the 2012 ELA PASS assessment increased from 83.3% to 85.3%. The percent of students passing HSAP increased from 88.5% to 90.5%. The percent of students scoring 70 or above on the English I EOC exam increased from 85.2% to 87%.
- Increased use of best practices in the area of content area reading in all classrooms as observed by classroom observation and lesson planning. Increase PASS scores in the area of ELA in grades 3-8.

- Funds were used for training on Common Core State Standards and the development of lessons, benchmarks, and assessments for implementing Common Core. With this training, teachers' lessons are more rigorous and focus on student engagement.

MATH

- The percentage of students in grades 3-5 who scored met and exemplary on PASS increased from 66.7% in 2011 to 73.5% in 2012. Students in grades 6-8 who scored met and exemplary increased from 53.9% in 2011 to 61.7% in 2012.
- Teachers received math staff development on differentiated instruction methods and introduction to the Common Core Math standards. The district's HSAP 1st attempt pass rate increased 1.2% overall and 11% in one school alone. The district's Algebra I EOCEP pass rate exceeded the State average by .08%. One school posted a 100% pass rate for high school Algebra I EOCEP. This is very rare.
- Lexington Two has made considerable gains in PASS mathematics, science, and social studies from 2010 to 2012 in math (65.4% to 68.5%); in science (66.3% to 69.6%); and in social studies (70.7% to 73.1%). Efforts to improve these scores are constant. Increases from 2010 to 2012 in mathematics were also noted in 6 of 8 of the subgroups analyzed, including African-American students (49.3% to 56.7%), White students (76.0% to 78.5%), Disabled students (27.3% to 29.4%) and students receiving subsidized meals (56.7% to 61.8%). The percent scoring 70 or higher on each EOCEP content area assessment has shown a positive trend from 2011 to 2012. English I EOCEP passage rates in Algebra I EOCEP increased from 72.5% to 81.2%.
- Implemented quarterly benchmark assessments in all core areas in grades 1-12 to identify remediation needs for students prior to state testing. State report card and ESEA ratings strong.
- A Task Force was formed to work on the Math Common Core State Standards. An implementation plan and timeline was developed. Math pacing guides were developed and given to K-2 teachers. Created for 3-5 grade teachers were drop-in units. Curriculum guides for middle and high school teachers were edited.

Question 7: Program Evaluations

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

Spring 2003 *An evaluation was conducted on the old PDSI funding which no longer exists. The current Professional Development budget line is a combination of funds that were consolidated in the 2009-10 school year. No evaluation has been completed on this new PD program.

Has an evaluation ever been conducted?

___Yes

_X_ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

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

_ __ Yes

_X_ No

If yes, please provide URL link here.

If no, why not?

*No evaluation has been completed on this new PD program.

Question 8:

While EIA revenues increased in 2012-13 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 2013-14?

Programs and districts cut professional development days from their calendars. The state has also enacted Provisos 1.32, 1.52, and 1A.17; Joint Resolutions H4905/H4595 (SDE-EIA: School Districts and Special Schools Flexibility) in order to continue giving districts flexibility in spending.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

EIA funds appropriated for professional development (PD) for certificated instructional and instructional leadership personnel in grades kindergarten through 12 across all content areas, including teaching in and through the arts have been proven to enhance classroom instruction, improve student learning, develop classroom assessments and align curriculum to assessments.

In the past, these funds have provided fiscal assistance to the district and state to provide professional development in standards-based content and instructional practices that have shown state-wide increases in student achievement as reported in the PASS scores.

Currently, during this period of transition to and implementation of the Common Core State Standards, professional development funds are particularly needed to help support teachers and administrators in understanding the CCSS, and learning effective strategies and best practices that will enhance student learning toward college and career readiness. Eliminating these funds would put a burden on the districts for funding the PD for their teachers.

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

PROFESSIONAL DEVELOPMENT FOR STANDARDS IMPLEMENTAION

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$5,515,911	$5,515,911
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	$0	$543,700
TOTAL:	**$5,515,911**	**$6,059,611**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services	$617,761	$100,000
Supplies & Materials	$151,465	$5,000
Fixed Charges	$10,400	$35,000
Travel	$45,141	$75,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,147,444	$5,844,611
Other: Sales Tax		
Balance Remaining	$543,700	$0
TOTAL:	**$5,515,911**	**$6,059,611**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **ADEPT**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$873,909**

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

Briana Timmerman

Telephone Number:

803-734-8046

E-mail:

btimmerman@ed.sc.gov

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

_**X**_was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___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:

- **S.C. Code Ann. § 59-26-30(B)** (2004)
- **S.C. Code Ann. § 59-26-40** (2012)

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified. www.XXXXX)

- **1A.5.** (SDE-EIA: XII.C.2-Teacher Evaluations, XII.F.2- Implementation/Education Oversight)
- **1A.45.** (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching - ADEPT)

Regulation(s):

- **R 43-205.1.** Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

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

_X_Yes: Expanded Educator Support and Evaluation System Guidelines (2014)

South Carolina Department of Education ADEPT System Guidelines (2006)

South Carolina Department of Education Induction and Mentoring Program Implementation Guidelines (2006)

___ 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ADEPT—South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching—serves two primary functions: promoting educator effectiveness and providing educator accountability.

In addition to the objectives that relate to the ongoing implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan:

- To take the value-added measures for teachers in tested grades and subjects and implement them statewide in 2014-15.
- To secure state-wide value-added measures vendor and an online data management and observation rubric system vendor via the Budget and Control Board RFP procurement process.
- Train the state to implement Student Learning Objectives as a measure of student growth indicating educator effectiveness for teachers in non-tested grades and subjects.

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?
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?

- ***ESEA approved Educator Evaluation System:*** Phase II of our educator evaluation project was piloted in 47 schools across the state. The purpose of this study is to:
  - test the revised (2013) ADEPT Performance Standards for classroom-based teachers;
  - test the South Carolina Teaching Standards and Enhanced ADEPT multi-level rubrics for rating educator performance relative to each revised performance standard;
  - test the value-added methodology, weightings, and rating levels.
-

- During the 2013-14 school year, the Office of Instructional Practices and Evaluations conducted two SAFE-T *trainer* training sessions to prepare selected school district personnel to become eligible to train evaluators in their respective school districts. These evaluators would then perform observations and evaluations on teachers within their district. One session in July was intended to be the last session ever offered. The adoption of Enhanced ADEPT observation tool at 14 schools in Beaufort for whom the rubric was novel necessitated an additional training in August.

- During the spring and summer of 2014, the Office of Instructional Practices and Evaluations reviewed the 2014-15 ADEPT Plans and Assurances submitted by 89 local education agencies (LEAs) and provided written formative and summative feedback to each agency. The review process was iterative in nature, as LEAs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 89 LEA 2014-15 ADEPT Plans were approved for implementation.

- During the summer of 2014, the Office of Instructional Practices and Evaluations reviewed the 2014-15 ADEPT Plans and Assurances submitted by the 31 South Carolina colleges and universities (i.e., institutions of higher education—IHEs) that offer initial teacher preparation programs. Similar to the review process for LEA ADEPT plans, the review process was iterative in nature, with written formative and summative feedback provided to each IHE. IHEs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 31 IHE 2014-15 ADEPT Plans were approved for implementation.

- The Expanded Educator Support and Evaluation System Guidelines demonstrating how South Carolina is meeting the expectations and requirements of Principle 3 of our ESEA Flexibility Waiver request was approved by the State Board of Education on June 11, 2014.

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, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- **ADEPT**. During the 2013-14 academic year, a total of 53,328 educators participated in South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and 97% were reported as having met the required standards.

  - ***Assisting* Teachers: Induction, Mentoring, and Diagnostic Assistance**. During the 2013-14 academic year, 3,304 beginning educators received a first year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 90% met the requirements at the induction-contract level. Also during the

2013-14 school year, 223 educators received a second year of assistance and support through induction and mentoring programs and diagnostic assistance. Of these, 85% met the requirements at the Induction 2 contract level.

- ***Developing*** **Teacher Effectiveness: Goals-Based Evaluation**. During the 2013-14 academic year, 42,556 participated in goals-based evaluation designed to target specific areas for improvement and to engage teachers in inquiry, action research, and professional collaboration. Of the 1,867 annual-contract teachers who participated in GBE, 97% met the requirements. Of the 42,556 continuing-contract teachers who participated in GBE, 99% met the requirements.

- ***Evaluating*** **Teacher Effectiveness: Certificate Advancement**. During the 2013-14 school year, 3,773 teachers were employed at the annual 1 contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of the teachers who underwent the process for the first time, 90% were successful in meeting the requirements.

- ***Evaluating*** **Teacher Effectiveness: Certificate Suspensions**. The State Board of Education issued temporary certificate suspensions to four annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations. Additionally, the State Board of Education restored a provisional certificate to a teacher who successfully completed his/her remediation plan. That educator must successfully complete a summative evaluation in the first year back in the classroom in order to retain his/her license.

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.

- ***State Uses of ADEPT Results***. The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data collection system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.

- ***Local School District Uses of ADEPT Results***. Teachers' ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about teachers' professional development needs, on both individual and group bases.

- ***Uses of ADEPT Results at Institutions of Higher Education***. The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.

Question 7: Program Evaluations

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

- ***Internal Evaluations***. Internal evaluations are conducted annually. As part of their annual ADEPT plans, each school district and institution of higher education (IHE) must respond to a series of program evaluation questions.

  ADEPT Program Evaluation Guidance Document for School Districts: http://www.ed.sc.gov/agency/act/se/ec/adept/adeptcoordinators/ADEPTEvaluationDistrictChart.pdf

  ADEPT Program Evaluation Guidance Document for IHEs: http://www.ed.sc.gov/agency/programs-services/50/documents/programevaluationguidancedocument.pdf

- ***External Evaluation***. The most recent external evaluation of the ADEPT system was conducted in 2003.

Has an evaluation ever been conducted?

_X__Yes

____No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? *See web link provided below.*

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

_X_ Yes

____ No

If yes, please provide URL link here.

http://www.ed.sc.gov/agency/programs-services/50/documents/ext_review_000.pdf

The *External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (June 2003) includes an executive summary in addition to the full report.

If no, why not?

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?

- The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013–14 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?

- ADEPT flow-funding to districts serves two purposes:

  1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating teacher effectiveness.

  2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to

implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

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

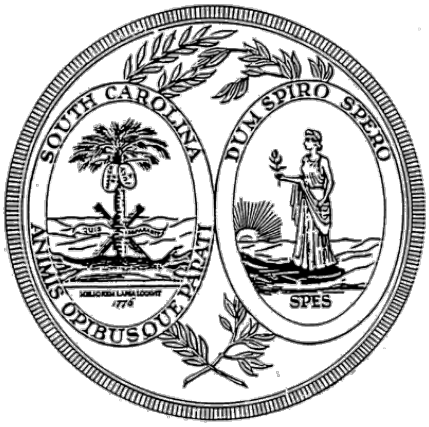
Final ADEPT Results

2013–14

The following charts summarize the 2012–13 ADEPT evaluation results for teachers[1] at each contract level. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, **a total of 53,328 teachers employed during the 2013–14 academic year**. Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS).

	Number of Teachers at each Contract Level and Evaluation Outcomes				
Contract Level	**Total Number**	**Met**	**Not Met**	**Incomplete**	**No Reported**
Induction 1	3,288	2,967	81	138	102
Induction 2	223	188	12	12	8
Annual 1	3,773	3,378	152	169	74
Annual 2	1439	1,289	20	38	92
Annual 3	386	338	8	8	32
Annual 4	62	51	0	4	7
Continuing	42,556	42,140	154	215	47
Letter of Agreement	1,317	998	7	161	151

South Carolina Educator Evaluation Results for the 2013-2014 Academic Year



Issued by the:

Division of School Effectiveness
Office of Instructional Practices and Evaluations

Mick Zais, Ph.D.
State Superintendent of Education

August 2014

Introduction

Effective educators are competent, caring professionals who have a significant and lasting impact on student learning and achievement.

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system is designed to promote teacher effectiveness in two ways. Through the assistance and professional development processes, emphasis is placed on continuously improving instructional practices. During the summative evaluation process, the focus shifts to quality assurance. In combination, these two components help ensure that teachers in South Carolina are competent, caring, and effective.

In South Carolina, contract levels are tied to an educator's licensure status. Novice teachers are placed on Induction contracts. When ready to experience a summative evaluation for the purpose of earning the professional license, a teacher is placed on an Annual contract and given a summative evaluation. If that summative evaluation is successful, the teacher's professional license is granted and thereafter, they are placed on a Continuing Contract.

ADEPT is a success-based system. It is expected that, given adequate and appropriate preparation and support during their teacher preparation and induction programs, most teachers will meet the formal evaluation criteria and will continue to increase their knowledge and expertise throughout the entirety of their teaching careers.

The following charts summarize the 2013-14 ADEPT evaluation results for teachers at each contract level. Explanations of the teacher contract levels and the ADEPT processes accompany each of the charts. Because ADEPT evaluation requirements are not prescribed for teachers employed under a Letter of Agreement, their ADEPT results are not included in this report. As information, 1,334 teachers were employed under a Letter of Agreement, for a total of 53,328 teachers during the 2013-14 academic year. Data for this report were submitted electronically by school districts via a web-based application: the ADEPT Data System (ADS).

2013-14 Statewide ADEPT Totals		
ADEPT Standards Met	51,616	(97%)
ADEPT Standards Not Met	441	(1%)
ADEPT Incomplete	748	
ADEPT Results Not Reported	519	
Total Number of Teachers	53,328	

Induction Contract Teachers

Induction contracts are issued to teachers in their first year of teaching under a valid South Carolina pre-professional teaching certificate (e.g., initial, critical needs, international, work-based licensure). During Induction year(s), teachers are provided with additional support and feedback to allow them to grow professionally before experiencing a summative evaluation. Districts are required to provide Induction 1 teachers with a mentor. This requirement is partially supported by state funding. Districts are encouraged to provide support, assistance, and feedback to all educators as well to Induction 2 and 3 teachers. At the discretion of the district, a teacher may be placed on Induction contract for up to three years.

2013-14 ADEPT Induction 1 Totals	
ADEPT Standards Met	2983 (90%)
ADEPT Standards Not Met	81 (2%)
ADEPT Incomplete	138
ADEPT Results Not Reported	102
Total Number of Teachers	**3304**

2013-14 ADEPT Induction 2 Totals	
ADEPT Standards Met	190 (85%)
ADEPT Standards Not Met	12 (5%)
ADEPT Incomplete	12
ADEPT Results Not Reported	9
Total Number of Teachers	**223**

2014-15 is the first year that the option for a third year of Induction has been available and therefore there are no Induction 3 results yet.

Annual Contract Teachers

Teachers who hold a valid South Carolina pre-professional teaching certificate and who have completed an Induction year (or the equivalent) are eligible for employment at the Annual contract level. Annual contract teachers must successfully complete an ADEPT formal (summative) evaluation in order to be eligible to advance to a professional teaching certificate and a continuing contract. Teachers may be employed under an Annual contract up to four times during the course of their career (each successive occurrence being designated by a number). Teachers on Annual contracts can be on either formal (summative evaluation) or informal (diagnostic assistance, Goals Based Evaluation) evaluation. Teachers on an international visa are not eligible for a continuing contract and remain at the Annual contract level. J1 Visas expire after 3 years.

Teachers may be granted a maximum of 4 years of annual contract. If they exhaust the four-year limit without earning the professional license necessary for the continuing contract, they are ineligible to be rehired. A teacher on a continuing contract can be placed back on summative evaluation at the discretion of the employing district. To do so, the district must notify the teacher in writing by April 15. Once a teacher has a continuing contract they cannot be placed back on an annual contract. Essentially, once the state awards the Professional license the state does not take any actions regarding a teacher's license as a consequence of poor performance. The only instance in which the State Board of Education would sanction a professionally licensed educator would be in the cases of criminally unethical behavior.

2013-14 ADEPT Annual 1 Totals	
ADEPT Standards Met	3377 (89%)
ADEPT Standards Not Met	157 (4%)
ADEPT Incomplete	169
ADEPT Results Not Reported	75
Total Number of Teachers	**3778**

2013-14 ADEPT Annual 2 Totals	
ADEPT Standards Met	1297 (90%)
ADEPT Standards Not Met	19 (1%)
ADEPT Incomplete	38
ADEPT Results Not Reported	92
Total Number of Teachers	**1446**

2013-14 ADEPT Annual 3 Totals	
ADEPT Standards Met	339 (88%)
ADEPT Standards Not Met	8 (2%)
ADEPT Incomplete	8
ADEPT Results Not Reported	32
Total Number of Teachers	**387**

2013-14 ADEPT Annual 4 Totals	
ADEPT Standards Met	51 (82%)
ADEPT Standards Not Met	0 (0%)
ADEPT Incomplete	4
ADEPT Results Not Reported	7
Total Number of Teachers	**62**

Only teachers who receive an unsatisfactory rating for a second time when on Annual contract and undergoing a summative evaluation will have their license sanctioned by the State Board of Education per § 59-26-40. Teachers with on other contract levels or on Annual contract, but undergoing a Formative instead of Summative evaluation do not have any state-level action taken against them regardless of the outcome of their evaluation.

School Year	Number of teachers (school district)[1]
2013-2014	3 (Beaufort and Lexington 01)
2012-2013	6 (Charleston, Chesterfield, Pickens, Greenville, Richland 1)
2011-2012	2 (Horry)
2010-2011	11 (Aiken, Charleston, Greenville, Horry, Lexington 01 and 04, Union, Williamsburg)
2009-2010	2 (Berkeley, Hampton 1)
2008-2009	4 (Beaufort, Chesterfield, Lexington 2, Pickens)
2007-2008	15 (Beaufort, Berkeley, Darlington, Florence 1, Greenville, Horry)
2006-2007	4 (Charleston, Darlington, Colleton, Greenville)

[1] If multiple licenses were suspended in a district, the district is only listed once for a given year.

Letters informing teachers of the sanctioning consequence and of their right to hearing before the State Board of Education are mailed at the conclusion of the school year. The suspension of the teaching license is noted in the state credentialing databases. These teachers are not eligible to be hired by a South Carolina school for a minimum of two years. They must successfully complete an approved remediation plan within five years in order to be granted a conditional license. Once they return to the classroom, they are automatically placed on an Annual Summative evaluation. If they receive an unsatisfactory rating for a third time, their teaching license is permanently revoked.

Continuing Contract Teachers

Continuing contracts are issued to teachers who hold valid South Carolina professional teaching certificates. Teachers at the Continuing contract level have full procedural due process rights relating to employment and dismissal. All teachers employed under Continuing contracts must be evaluated on a continuous basis. At the discretion of the school district, the evaluation may be formal or informal based on previous performance or school district policy.

2013-14 ADEPT Continuing Totals	
ADEPT Standards Met	42366 (99%)
ADEPT Standards Not Met	157 (0%)
ADEPT Incomplete	216
ADEPT Results Not Reported	48
Total Number of Teachers	**42787**

ADEPT FOR STANDARDS IMPLEMENTAION

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$873,909	$873,909
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$873,909**	**$873,909**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$873,909	$873,909
Other: Sales Tax		
Balance Remaining	$0	$0
TOTAL:	**$873,909**	**$873,909**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **K-12 Technology Initiative**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$10,171,826**

Name of Person Completing Survey and to whom EOC members may request additional information: Don Cantrell, CIO

Telephone Number: 803-734-3287

E-mail: dcantrel@ed.sc.gov

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 in the current fiscal year

_**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 89.33: School Technology Initiative

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objective of this initiative is to facilitate the infusion of technology into South Carolina public schools. Specific goals and objectives are to be instrumental in providing or delivering the following resources for indicated agencies:

* SCB&CB Division of Information Technology (DSIT):
Network connectivity (E-Rate matching funds), ERate Field Training & Security Project for DIA

* SC State Library: DISCUS online reference and research portal

* SC Educational TV: Video Digitization, ETV Video-On-Demand StreamlineSC, ETV/ITV Teacher Institutes

*SCDE: Provide professional development to schools and districts for Student Information System administration (PowerSchool, SLICE), Teacher technology proficiency portfolio system (ePortfolio)

* Local Districts and Schools: Distribution to Schools (when funding is available).

Question 4: In the prior fiscal year, 2012-13, 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?

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?

During the prior fiscal year, the K12 Technology Initiative supported:

- Training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC;

- The state's online virtual library resources, DISCUS

- Technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (SLDS) grant of which the grant ended June 2013.

For the coming year, limited funding will be directed toward
- State's required matching funds for e-Rate, which provides Internet access for all schools and districts

There has been no substantive flow-through funding to districts or schools for the 2008-2009, the 2009-2010, the 2010-2011, or 2012-2013 school years due to budget cuts and increasing state-wide connectivity cost increases. However, it is expected that there will be an amount of flow through funds for districts in the FY2013-14 K12 Initiative budget allocations. While the amount will be welcomed by the schools and districts, the level of flow-through dispersed across the entire state's districts will be individually small in comparison to needs.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

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

Connectivity (Bandwidth) improvements for Schools, districts, and public libraries:

As a result of contract negotiations for Internet access, more bandwidth was made available to participating sites at little or no additional cost to the LEAs.

- Implemented the Internet and Bandwidth Expansion Projects which increased the statewide baseline (minimum) from 10 Mbps to 100 Mbps (Where Available) for each district and individual school.
- Completed the installation of fiber optic cable between more than 75 school district locations. In particular, this was a major impact in the Marion County School District consolidation.
- The remaining school districts, which had underserved Internet access (9 Mbps via Multi-T1s Wireless towers), were converted to high speed Ethernet (fiber) access. These districts resided in the most rural areas of the state (Hampton SD 1, Hampton SD 2, Bamberg SD 29, Orangeburg SD 3)
- A faster fiber based solution was identified for very rural school districts with remaining underserved WAN network locations (below the 100 Mbps connectivity baseline) in which solution deployments are expected to be completed during the FY 2013-14 School Year. These noted school district locations were limited to 12 Mbps (Multi-T-1) of connectivity or less than 50 Mbps via wireless tower service.
    - Aiken School District (1 School)
    - Allendale School District (1 School)
    - Charleston School District (6 Schools)
    - Kershaw School District (2 Schools)
    - Orangeburg School District 3 (7 Schools)
    - Orangeburg School District 4 (2 Schools)

<u>South Carolina Virtual School Program:</u>

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation along with supplemental funding through the K-12 Initiative. The SCVSP supports public, private, home-schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. The SCVSP offers courses in seven subject areas including career and technology, fine arts, world languages, English, health/physical education, mathematics, science and social studies. Courses at the SCVSP are taught by state-certified teachers who have

not only shown expertise in their fields, they have also received state sponsored training for teaching online courses. In 2012-13, the SCVSP served 16,636 students.

eLearningSC PD provides online professional development courses to SC certified teachers across the state. All online courses are pre-approved for renewal course credit from the Office of Educator Services and all graduate level courses are awarded graduate credit through the College of Charleston. Courses are offered regularly throughout the year, during a Winter (January – March), Spring (March – May), Summer (June – August), and Fall (October – December) semesters. eLearningSC served 1,482 teachers during the 2012-2013 school year with a 94% success rate.

K12 DISCUS users statewide continue to have 24/7 office/home access to DISCUS databases and e-books. Items retrieved from the Discus resources specifically by the K-12 community totaled 8,347,105. An additional 657,035 items were retrieved outside schools and libraries, some of which is also attributable to K-12 users. Total retrievals of over 16 million represented a 20% increase in usage from the previous year, attributable to increased outreach and marketing as well as improved resource content.

ETVs StreamlineSC:

ETV, in partnership with the SC Department of Education and the K-12 Technology Initiative, created **StreamlineSC** to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate **StreamlineSC** utilization in the classroom. SC is a national leader in providing media on-demand to students and teachers. ETV's **StreamlineSC** service has been embedded in schools for nine years.

The StreamlineSC content now includes 7,176 local resources (videos, audio clips, syllabi, etc) available from ETV, the State Department of Education and Local School Districts– 20% of the total 142,117 full content inventory. ETV's digital library includes Discovery Education's more than 60,207 video clips, most of which are correlated to South Carolina's state K-12 curriculum standards. In addition to video, schools have access to a 23,055 high-resolution image library, 26,733 encyclopedia articles, an interactive quiz center, pre-produced classroom activities, tests, and teachers' guides. A substantial portion of the programs are local district productions, curriculum specific and professional development videos. ETV and the SC Department of Education had a total of 103,205 video views this school year.

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.

Educators and students are using multimedia: This school year, K-12 resources were utilized 2,692,445 instances through StreamlineSC. The non-video assets (i.e.) images, quizzes, lessons) accounted for 450,211 uses. The service is being utilized in all of the state's public school districts, 362 private and special schools, and 275 home schools and associations.

With the support of the K12 Initiative and a federal grant, the S.C. Department of Education launched the State Longitudinal Data System (SLDS) Warehouse – SLICE at the end of the 2012-13 year. This repository of educational data ties together local school data with multi-agency historic data from SLICE partners such as the Commission on Higher Education, Department of Social Services, Department of Employment Workforce, and the Office of Research and Statistics (ORS.) Portal access with specialized dashboards for teachers, administrators, and state data analysts are being launched in early FY 2013-14.

Major improvements to K-12 Schools & Libraries Network has enabled the state to meet the suggested minimum requirements denoted in the current state technology plan (page 34-35 ". The TechThink Group recommended that broadband access is expanded so that every district has 100 Megabit Internet links"). Also inline, ahead of schedule in some cases, the suggested broadband targets mentioned via the President's ConnectED Initiative which correlates with SEDTA's Broadband Imperative which both focus on ensuring high capacity broadband connections for schools and libraries. The FCC Commission stated that based a survey performed only 80% of schools report having enough bandwidth. The President's goal, request to the FCC/E-Rate Program revisions, is to ensure that schools and libraries connections provide 99% of the students in our nation with next-generation high-capacity broadband.

South Carolina currently has 100% ample Internet bandwidth via public schools, 99% of individual school locations (WAN) have ample coverage. The remaining 1 % of individual schools without ample WAN coverage (less than 12 mbps) have fiber solutions, except Allendale SD-1 site will be Microwave via ETV, deployments in progress. We estimate completion of these fiber deployments by the end of this school year.

Question 7: Program Evaluations

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

An annual progress report was produced for the Fy2012-13 year.

Has an evaluation ever been conducted?

_X__Yes

____No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government continues to consider the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price. Equity in access to reliable and high speed connectivity and mobile IT communications continue to grow at a fast rate. With the pending implementation of online assessments, it is even more important that bandwidth and infrastructure readiness is a priority.

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

__X_ **Yes**

____ **No**

If yes, please provide URL link here.

https://sck12techinit.sc.gov/content/publications

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 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 2013-14?

When allocating the K-12 Technology Initiative funds, the Committee may set aside an amount of those funds, in escrow fashion, not to be utilized until late in the fiscal year in the event of budget cuts; thus, programs would be funded at a level that the Committee believes it can manage. In general, each funded program would receive fewer dollars and some programs have already been cut completely.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

The K-12 Technology Initiative Committee has no alternative funding resources. If no additional funding above the prior year's level is available, all programs would be sustained at current levels or reduced to meet the new school year demands. Reductions in funding translates to passing the costs of Internet connectivity for all districts and schools to the local level and forgoing a portion of the match South Carolina receives for the federal e-Rate funds. Sustained funding would lead to sustained levels of Internet connectivity in K-12 or for the public libraries. Reductions in funding translate to a reduction of library connectivity unless local communities offset state reductions.

The SC Department of Education would have to maintain the current level development of some resources associated with the statewide longitudinal data system, and the South Carolina Virtual School.

Any K-12 Initiative flow-through funds that the districts may realize in FY 2013-14 for IT infrastructure and other technology related needs could be impacted. FY 2014-15 will be a technology impact year for schools as they implement state-wide online assessments and other educational activities that place higher demand on their IT infrastructures.

K-12 TECHNOLOGY INITIATIVE

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA	$10,171,826	$10,171,826
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV		
EIA Reduction		
Carry Forward from Prior Year	$1,763,784	$700,337
TOTAL:	**$11,935,610**	**$10,872,163**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service	$904,702	$0
Contractual Services	$626,780	$868,663
Supplies & Materials	$224,595	$300,000
Fixed Charges	$153,685	$75,000
Travel	$8,768	$7,500
Equipment	$5,753	
Employer Contributions	$0	$0
Allocations to Districts/Schools/Agencies/Entities	$1,339,239	$1,200,000
Payment to DSIT	$8,721,620	$8,421,000
Transfer to SCVirtual	($749,869)	$0
Balance Remaining	$700,337	$0
TOTAL:	**$11,935,610**	**$10,872,163**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Transportation

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$12,575,684**

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

Bill Tindal

Mailing Address:

1429 Senate Street – Columbia SC 29201

Telephone Number:

803-734-8252

E-mail:

btindal@ed.sc.gov

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

_X_ was funded last fiscal year by general or other funds

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

__ 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: SECTION 59-67-410, SECTION 59-67-420

Proviso(s): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.) 1.24 and 1A.36

Regulation(s):

1.24. (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.

1A.67. (SDE-EIA: Carry Forward) For Fiscal Year 2014-15, EIA funds carry forward 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. $5,929,553 must be used by the department for school bus transportation costs; and
4. Any additional funds carried forward and not otherwise appropriated or authorized may be used for Instructional Materials. If funds are available, districts may make application to the Department of Education to utilize funds for the Technology/Device Pilot as described herein.

If excess EIA revenues are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.

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?

__X__ Yes

____ 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 goal of the Office of Transportation is to provide student transportation services in the safest and most cost effective manner possible.

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? Constant monitoring of safety record and costs associated with providing service/

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?

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? Maintained 5,640 school buses, 404 service vehicles and 1 boat. The Office of Transportation used funds for bus parts and fuel.

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.

Question 6: What are the outcomes or results of this program? Children were delivered safely to school and back home with minimal delay.

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.

Question 7: Program Evaluations

July 2014

Has an independent evaluation of the program every 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?

It was an internal evaluation of pupil injuries and cost per mile

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

____Yes

__X__ No

If no, why not? It was done internal

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? Since this money is allocated for school bus fuel and parts. The cost would have to be absorbed in other areas of the budget.

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? They would not change. We are charged with providing student transportation, regardless of the challenges.

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? Ideally, Transportation should be funded with General Funds.

TRANSP-OTHER OPER EXPENSE

Funding Sources	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
EIA - Recurring	$17,462,672	$17,462,672
EIA - Non-recurring	$3,301,850	$2,242,483
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV		
EIA Reduction		
Carry Forward from Prior Year	$0	$0
TOTAL:	**$20,764,522**	**$19,705,155**

Expenditures	Prior Fiscal Year Actual (FY 13-14)	Current Fiscal Year Estimated (FY 14-15)
Personal Service		
Contractual Services		
Supplies & Materials/Fuel	$20,764,522	$19,705,155
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Balance Remaining	$0	$0
TOTAL:	**$20,764,522**	**$19,705,155**
# FTES:		

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Education Oversight Committee

Current Fiscal Year: 2014-15

Current EIA Appropriation: $1,643,242

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

Melanie D. Barton
Executive Director

Mailing Address: Post Office Box 11867
Columbia, SC 29211

Telephone Number: (803) 734-6148

E-mail: mbarton@eoc.sc.gov

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

_**X**_ 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

__ 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:

Chapter 18 of Title 59 of the South Carolina Code of Laws – approval and cyclical review of state standards and assessments; establishment of annual state report card format; criteria for establishing school and district performance ratings, etc.

Section 59-6-10 (EOC General Objectives)

Section 59-6-110 (Duties of Accountability Division)

Section 59-18-1700 (Public Awareness Campaign)

Section 59-18-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children's Education Act) – parent survey and analysis of programs as well as development of parent friendly standards

Section 59-26-29(j) – Evaluation of SC Teacher Loan Program

Act 289 of 2014 – Annual Report Card on Military-Connected Children

Act 287 of 2014 – Early Readiness Domains

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

Proviso 1.3. – Reporting on Per Pupil Expenditures
Provisos 1.78., 1A.33. – Evaluation of Child Development Education Pilot Program
Proviso 1.79. – Evaluation of Community partnerships focused on improving reading
Proviso 1.80. – Educational Credit for Exceptional Needs Children
Proviso 1.94. - SC Community Block Grants for Education Pilot Programs

Proviso 1.95. – Efficiency Review of School Districts
Proviso 1A.8. – Teacher Recruitment Reports
Proviso 1A.9. – Revenue Disbursement to EOC
Proviso 1A.13. – EOC make collect and retain revenues
Proviso 1A.14. – Technical Assistance
Proviso 1A.23. – Carry Forward of Funds
Proviso 1A.39. – EOC to administer EIA initiatives not managed by state agency
Proviso 1A.43. – Calculation of dropout recovery rate on school report cards
Proviso 1A.53. – Partnerships for Innovation
Proviso 1A.59. – Pilot Assessment
Proviso 1A.64. - $350,000 of funds allocated to EOC for SC Autism Society
Proviso 1A.70. – Low-Achieving Schools
Proviso 1A.72. -- $200,000 of funds allocated to EOC for TransformSC
Proviso 1A.75. – CDEPP information to EOC by November 1
Proviso 1A.76. – 4K and 5K Readiness Assessment
Proviso 3.5. – EOC Study of Technology
Proviso 117.29 – K-12 Technology Initiative Committee
Proviso 118.16. - $1.5 million in Lottery Revenues to EOC

Regulation(s): None

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

___ Yes

__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 EIA funds appropriated to the EOC in Fiscal Year 2013-14 were used to support the operation of the agency. In Fiscal Year 2014-15 $350,000 of the EOC's appropriations are by proviso to be allocated to the SC Autism Society.

The agency's long-term objectives are defined in statute as "to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation." (Section 59-18-100) Section 59-18-110 enumerates the objectives further to:

(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies

and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

The EOC currently uses the following vision and measurements to determine progress toward the legislative intent of improving academic achievement for all students:

2020 Vision

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

The attainment of this goal is reported annually using progress toward three-year achievements (i.e. expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated At-Risk:

Reading Proficiency:
95% of students scoring on grade level at grades 3 and 8 based on state assessments and scoring Basic and above on NAEP at grades 4 and 8. Achievement gaps will be eliminated.

High School Graduation
88.3% of students will graduate on time and 95% of young people 21 and over will earn a diploma, GED or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps will be eliminated.

Preparedness for Post-High School Success
85% of graduates will perform at levels for admission to post-secondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools At Risk

There will be no school in this category.

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.

To accomplish the 2020 Vision, the EOC contributed to the implementation of the state's accountability system accordingly:

1. Promoting Reading Proficiency

- Formed a PK-20 Reading Initiative to assist the Governor and General Assembly in supporting policies that would systemically improve reading achievement for all students. The initiative recommended that the state:
    - ✓ Revise state law to include statewide mandatory readiness assessment for all students entering 5K kindergarten or state-funded, 4K beginning with 2014-15 school year
    - ✓ Establish early provider readiness rate for children attending and completing state-funded 4K programs
    - ✓ Require individuals working with four-year-olds to complete 5 hours or 0.5 Continuing Education units of approved in-service training and technical assistance
    - ✓ Coordinate within existing initiatives to develop a parent education program for families who have young children from birth to 5 years old that emphasizes essential early literacy skills such as oral language development and print awareness
    - ✓ Establish a statewide Task Force on Early Literacy to create public or private partnerships to promote higher levels of early literacy in programs and homes
    - ✓ Require school districts to form collaborative teams devoted to serving children ages birth to 5 and their families in their own communities
    - ✓ Require all pre-service teacher education programs to require candidates seeking licensure at the early childhood or elementary level to complete a 12 semester credit sequence in literacy that includes a school-based practicum and 6 semester credit sequence in literacy for all other teachers

- ✓ Require add-on literacy endorsement for early childhood and elementary education teachers
- ✓ Increase training of middle and high school teachers in reading

- Staff visited schools and officials in Florida to learn about their statewide initiatives in improving reading;

- Devised model district literacy plan with a work group of K-12 instructional leaders and higher education representatives. Twelve school districts then piloted the literacy plan and the General Assembly included the work in Read to Succeed Legislation (Act 284 of 2014);

- Evaluated Summer Reading Camps – Twenty districts participated in summer evaluation of summer reading camps with results to be issued in fall of 2014. These results should assist districts in designing and implementing summer reading camps. The EOC provided 1,000 backpacks, books, pencils and congratulatory letters to students who attended the summer reading camps in these twenty districts;

- Published and disseminated 75,000 copies of brochure, *Children Need to Dream Big. . Help Them Read* to schools, organizations, etc. throughout the state;

- Approved recommendations to improve teacher preparation and in-service training of all teachers;

- Worked with SC Children's Law Center to produce a video on development of reading skills throughout a person's life. The DVD, *When the Bough Breaks,* was released in the Spring of 2014 and 3,000 copies were provided throughout the state to members of the General Assembly, colleges of education, all public schools, First Steps county partnerships, pediatricians, and county libraries.;

- Studied and reported on relationship between 3rd grade reading performance and graduation in SC. The study analyzed 3rd grade reading performance of students on state assessment in 2000 and identified students who were significantly below grade level on reading in 3rd grade. The students were then monitored over time to determine if they graduated on time or within two years. Of the students who scored at lowest level on PACT ELA in 2000:
  - ✓ 20% of students who could be located graduated on time in 2009
  - ✓ 37% of students who could be located graduated in 2009, 2010 or 2011.
  - ✓ The percent of students graduating from high school decreased form 58.37% for 3rd grade repeaters to 39.95% for those students who repeated grade 8. In essence, if a student is to be retained for a grad, then the earlier the better.

- Collaborated with SC ETV to promote literacy as the focus of the February 23, 2014 edition of "Education Insight." EOC members Danny Merck, Barbara Hairfield, and Andy Patrick participated in the live program.

2. Informing Public

- Published the 13th annual school and district report cards
- Released *Are SC Students Prepared for 2020?* documenting South Carolina's progress toward the 2020 Vision and disseminated printed and electronic copies to over 3,000 stakeholders
- Published evaluations and reports on Teacher Loan Program and 2013 Parent Survey
- Recommended funding levels and provisos to the Governor and General Assembly

3. Fulfilling Education Accountability Act – Standards, Assessments & Accountability

- Issued evaluation of the Child Development Education Pilot Program in January
- Identified schools eligible for the Educational Credit for Exceptional Needs Children
- Completed in April of 2014 comprehensive cyclical review of state's accountability system for public education with four findings and the following six recommendations. The full report can be downloaded at: (http://www.eoc.sc.gov/Home/Cyclical%20Review%20of%20Accountability%20System/Cyclical%20Review%20Report%20FINALPDF.pdf)

A. The General Assembly should adopt the following as South Carolina public education's mission.

> All students graduating from public high schools in South Carolina should have the **knowledge, skills, and opportunity** to be college ready, career ready, and life ready for success in the global, digital and knowledge-based world of the 21st century.
>
> All graduates should qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework, in postsecondary job training, or significant on-the-job training.

B. South Carolina must set goals to measure and improve college, career, and citizenship readiness. Such goals would communicate the vision to the public, demonstrate the importance, and inspire transformative changes in the delivery of education. These goals would be set collaboratively with early childhood education, public education, postsecondary education, parents, and business. Annually, the EOC would monitor the state's progress toward these goals.

C. To encourage progress towards these goals, the EOC recommends amending the current state accountability system to measure the postsecondary success of public school graduates. Year-end summative assessments and high school graduation rates are necessary but no longer sufficient. The accountability system would be a balanced system of multiple measures that give comprehensive, valid, and vital data to ensure that every student is prepared for the 21st century. Multiple measures would include extended performance tasks that rely upon the professional judgment of teachers to evaluate student mastery and critical thinking skills.

D. In addition to public reporting, accountability requires that standards for the core content areas be aligned to the mission and goals, and assessments accurately measure the standards.

E. To accelerate improvement, professional educators must be empowered to deliver new forms of radically, personalized, technology-embedded, education. The accountability system must be flexible enough to allow and even support schools and districts to be incubators of change and innovation.
F. South Carolina must evaluate and amend existing policies to remove barriers to transformation. For example, are there barriers that restrict the number of high school students who take dual enrollment classes? How can South Carolina prepare, recruit, retain and empower highly qualified teachers to lead the transformation, especially in historically low-achieving schools?

4. Promoting Innovation and Transformation in Public Education

- Partnered with TransformSC to support efforts of schools and districts to transform assessment and delivery of public education
- Engaged Riley Institute at Furman University on evaluating the efforts
- Assisted schools and districts with outside expertise

In **Fiscal Year 2014-15** the EOC will focus on implementing several acts that require specific actions to be taken:

- Act 200 of 2014 – Review of ELA and math standards and adoption of new assessments, along with designing new accountability system that merges federal and state accountability systems

- Act 287 of 2014 – Establish domains for early readiness assessment

- Act 289 of 2014 – Publish annual report on military-connected children

- Educational Credit for Exceptional Needs Children Program – Work with advisory committee to determine public reporting of schools eligible to participate in the program.

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 direct products include, but are not limited to, the following:

- Published 12th annual report on the Teacher Loan program, and results of the annual parent survey;
- Electronic newsletter disseminated to a minimum of 3,000 persons in leadership positions;
- Produced and disseminated 3,000 DVDs of the reading documentary
- Engaged approximately 170 individuals both within and outside South Carolina in the various work of the EOC; and
- Facilitated in the implementation of TransformSC.

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.

Quality Counts, a publication of the education newspaper, Education Week, annually measures each state's public education performance against six indicators, assigning both a letter grade and a numeric score to each state.

INDICATOR	**2014**		
	Grade	Scores	Ranking
Standards, Assessments, and Accountability	**A**	**94.4**	**6th**
Standards	A	100.0	
Assessments	B	83.3	
Accountability	A	100.0	

Regarding outputs related to the 2020 Vision:

PASS, % Meeting Standard

	2009	2010	2011	2012	2013	2014
3rd	78	80.7%	80.0%	80.3%	82.9%	78.9%
8th	67.5%	63.7%	67.8%	69.8%	67.4%	67.3%

High School Graduation Rate, On-Time

	2009	2010	2011	2012	2013
%	73.7%	72.1%	73.6%	74.9%	77.5%

Preparedness for Post-High School Success
ACT, 2009-2014

	2009	2010	2011	2012	2013	2014
Average Composite Score	19.8	20.0	20.1	20.2	20.4	21.0
% Students Meeting All 4 College Readiness Benchmarks	16%	18%	19%	19%	22%	23%

Maximum score is 36. The composite score is the average of the performance on four ACT subject tests: English, Reading, Math and Science.

Schools At Risk

	2009	2010	2011	2012	2013
Number	83	69	69	61	47

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

_____Yes

__X___ No

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

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

____Yes

____ No

If no, why not?

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?

5% reductions – Reduce all accounts proportionately
10% reductions - Reduce all accounts proportionately
Currently, the EOC is operating with 25% of its authorized FTEs unfilled.

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?

The agency would have adequate resources to continue its operations and initiatives at the current funding level.

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	1,293,242	1,643,242
General Fund	100,000	1,500,000
Lottery		
Fees		
Other Sources		
EIA Reduction		
SCDE/OFS CDEPP Evaluation EIA Transfer	300,000	300,000
SCDE FY2014 EIA Cash Balance		900,000
Carry Forward from Prior Year	543,871	483,394
TOTAL:	**2,237,113**	**4,826,636**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	466,160	681,250
Contractual Services	137,490	410,000
Supplies & Materials	78,869	89,561
Fixed Charges	3,809	5,000
Travel	43,804	49,000
Equipment	_	1,000
Employer Contributions	138,587	203,100
Allocations to Districts/Schools/Agencies/Entities	885,000	2,750,000
Other: Transfers		
Reserve		637,725
Balance Remaining	483,394	
TOTAL:	**2,237,113**	**4,826,636**
# FTES:	**6.0**	**6.0**

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Center for Educational Partnerships

Current Fiscal Year: 2014-15

Current EIA Appropriation: $ 805,933

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

Lemuel W. Watson
Dean, College of Education
University of South Carolina

Mailing Address: Wardlaw Building
820 Main St.
Columbia, SC 29208

Telephone Number: 803-777-3075

E-mail: watsonlw@mailbox.sc.edu

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

_X 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 in the current fiscal year

__ 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: ***Specific to SC School Improvement Council (SC SIC):***

Education Finance Act; Education Improvement Act ; Act 135; Education Accountability Act; Read to Succeed Act

59-20-10; 59-24-50; 59-5-450; 59-26-20; 59-141-10; 59-18-1310; 59-18-900; 59-18-1500; 59-155-140

Proviso(s): (If applicable. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.) **1A.50.** (SDE-EIA: XII.F.2. 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.

Regulation(s): ***Specific to SC School Improvement Council (SC SIC):***

43-261 relates to shared decision making for SICs in district and school planning

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

___ Yes

__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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

CEP Mission:

The CEP's mission is to provide educational extension services to schools, families and communities in South Carolina that facilitate collaboration among diverse education stakeholders, leverage existing resources and build local capacity to improve student achievement in South Carolina's K-12 schools. CEP's three main areas of concentration are professional development and training, engagement, and educational research and analysis.

Each of the five core partners of the CEP will collaborate to achieve those goals. Core Partners are:

- South Carolina Educational Policy Center (SCEPC)
- South Carolina School Improvement Council (SC SIC)
- South Carolina Middle Grades Initiative (SCMGI)
- South Carolina Geographic Alliance (SCGA)
- Writing Improvement Network (WIN)

The four major goals of the CEP are listed, followed by the related core partners' goals:

1. ***To make the best possible ideas and resources available to public school educators, families and communities to ensure every child has the opportunity to succeed in school and beyond.***

- The SCEPC will continue to develop four-year school climate profiles for the state's public schools from data in the annual school climate surveys completed by teachers, parents, and students each year as required by SC's Accountability Act.
- The SCEPC will collaborate with CEP partners to provide information on research proven strategies to improve student reading achievement and school performance.
- MGI will provide related Read to Succeed Act programming implementation support to assist teachers
- WIN will continue development of its website to increase awareness of the availability of its professional development resources and share current information about the most current developments in teaching writing to school administrators, ELA teachers and other educational professionals.
- SIC handbooks on the basics of SIC roles and responsibilities (printed and online) will continue to be distributed to every school district in the state for use by local SIC members, and basic and advanced training on effective SIC operations will be provided upon request to all school districts.
- SIC will continue to provide recognition and feedback to SICs participating in the annual Dick and Tunky Riley Award for SIC Excellence process.
- The SC Geographic Alliance provided in-service teachers with up-to-date content, best practice pedagogy, and innovated materials for geography education via offerings that emphasize technology, cross-disciplinary activities, and grade-specific interventions.

2. To provide timely training and professional development to teachers, schools, families and communities.

- The SCEPC will provide assistance on the interpretation of four-year school climate profiles to assist in the school improvement initiatives of low-performing schools in the state.
- The SIC will continue to fulfill the statutory responsibilities of the School Improvement Council Assistance (SC School Improvement Council) by developing and providing materials, training and technical assistance that supports the effective functioning of local School Improvement Councils.
- SCMGI will facilitate training and professional development for pre-service and in-service teachers as required under the Read to Succeed Act
- WIN will continue to provide focused workshops on writing for elementary/middle/high school teachers and administrators.
- WIN will continue to assist teachers and administrators in delivering instruction and assessments that align to the rigor of the College and Career Ready standards.
- SIC will continue to provide materials, training and technical assistance to over 1,100 local School Improvement Councils at K-12 schools across the state
- SIC will continue to provide a forum for sharing best practices, family and community engagement strategies, and networking opportunities through state-wide meetings of SIC District Contacts and local SIC members.
- The Alliance also provided pre-service teachers with mentoring, content knowledge, and classroom materials as they begin their careers via offerings at teacher-training institutions throughout South Carolina.

3. ***To establish collaborative educational enterprises with schools and school divisions that support dissemination of proven practices, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with other state primary educational partners.***

- The SCEPC will provide consultation and research services to schools and districts to assist them in selecting and implementing research-based strategies to increase student achievement.
- WIN will continue to contribute to agencies such as the SC ELA Coordinators and SC Association of School Administrators' Instructional Leaders Roundtable.
- WIN will support the Read to Succeed Initiative by encouraging classroom instruction that incorporates writing as a tool for improving reading.

4. ***To develop broad-based partnerships with schools, communities, agencies and businesses for educational impact.***

- The SCEPC will collaborate with districts, schools, educational organizations, and businesses to support the development of research-based proposals for funding to implement effective strategies for increasing student achievement.
- SIC will continue direct service to selected SICs through its "Engagement for Outcomes" program, working with a number of identified local SICs in needs identification, asset mapping, strategic goal setting and monitoring, and outcome assessment.
- SIC in partnership with the SC Education Policy Fellowship Program Board will continue to coordinate the delivery of this nationally recognized 10-month intensive development program for established and emerging leaders in education and related fields to help equip them in working toward sound education policy and practice in South Carolina.
- The Alliance also engaged students and business/community organizations. Activities included: National Geographic Giant Map Program; National Geographic Bee; Geospatial Technology offerings (for students); Geography teacher grants; STEM cluster of the Midlands Education and Business Alliance (MEBA)

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?

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?

Carolina Consortium for Enterprise Learning – "Race to the Top" – Partnership

All of the CEP partners will begin collaborating in the 2014-15 school year on an innovative initiative in that is consistent with the CEP's mission and goals of providing resources, training, professional development, and research services to educators, families, and communities. Directors of the various CEP programs recently met with Dr. Gail Widner, Project Director of the Carolina Consortium for Enterprise Learning (CCEL), and have agreed to establish a partnership with the Consortium to provide support and a variety services to CCEL through CEP and its affiliates. The four school districts (Clarendon 2, Orangeburg 5, Richland 2, and Williamsburg) and 18 low-performing schools that have received funding from the US Department of Education though "Race to the Top" have diverse needs for assistance that match well with the multitude of skills, expertise, and resources among the CEP partners. For example, School Improvement Councils need to be trained in each participating school so that parents, teachers, and community members can help guide and support the implementation of the CCEL project. CCEL teachers need targeted training and professional development in literacy, writing, geography, and other areas that can be provided through CEP and its affiliates. In addition, school climate is a critical issue in many of the CCEL schools and must be addressed to improve the likelihood that other reforms can succeed and enhance student achievement. CEP partners will work with Dr. Widner in the coming months to develop a collaborative plan and a timeline of services.

Share Fair Nation and STEMosphere

The CEP has networked with the Morgridge Family Foundation of Denver, Colorado to explore hosting a national professional development conference for teachers. Following the submission of a proposal and an on-site visit by the Morgridge Family Foundation, the CEP was selected to host this prestigious event on March 7, 2015. The CEP is partnering with the SC Department of Education and Richland School District One to hold the conference. The site will be River Bluff High School in Lexington School District One. This event will provide professional development by national experts to 1000 South Carolina educators free of charge. All costs will be paid by the Foundation. Simultaneously, a STEMosphere will take place in the dual gymnasiums. This event will be open to up to 3000 members of the South Carolina community and will feature hands on STEM activities for children and adults of all ages. In addition to the Foundation bringing in national exhibitors, the CEP will identify state experts to participate in this endeavor. This will be a major goal for the upcoming year and will result in tremendous financial contributions from the Foundation.

The Family Academy in the Pee Dee Region

To provide meaningful and user-friendly information to parents/family members in economically/academic challenged regions of the state to empower them to better support the educational and social needs of their children. Families in these locations have a want for resources (as initially identified by SC-SIC Regional Council Specialists) and the "Family Academy," provided free of charge to them, can offer topic areas of targeted interest to assist them in helping the success of their students. Pee Dee (Marlboro/Williamsburg County); CSRA

(Edgefield/Aiken County); Upper Central (Fairfield County). Three, half-day Saturday "Family Academy" sessions with a variety of general and/or concurrent workshops from partnering organizations, informal lunch discussion, and brief wrap-up session for sharing and next steps. Series of 45-60 minute workshops; potential topic areas and partnering organizations may include: *Reading with Your Child/Helping Your Child to Read* (SC Writing Improvement Network; SC State Library); *College and Career Readiness* (SC Chamber of Commerce GEAR Up Project; Tri-County Cradle to Career); *Understanding Education Standards* (SC Education Oversight Committee); *Navigating the School System/Advocating for Your Child* (SC Chapter/National School Public Relations Association; PRO-Parents of SC); *Parent Involvement in Schools* (SCPTA; SC-SIC); *Communicating with Your Child's Teacher* (Palmetto State Teachers' Association*); Understanding All Types of Families* (Children's Trust of SC); *Bullying Awareness and Prevention* (PRO-Parents of SC); *Financial Fitness for Life* (SC Economics); *Internet Safety Awareness* (SC Attorney General's Office)

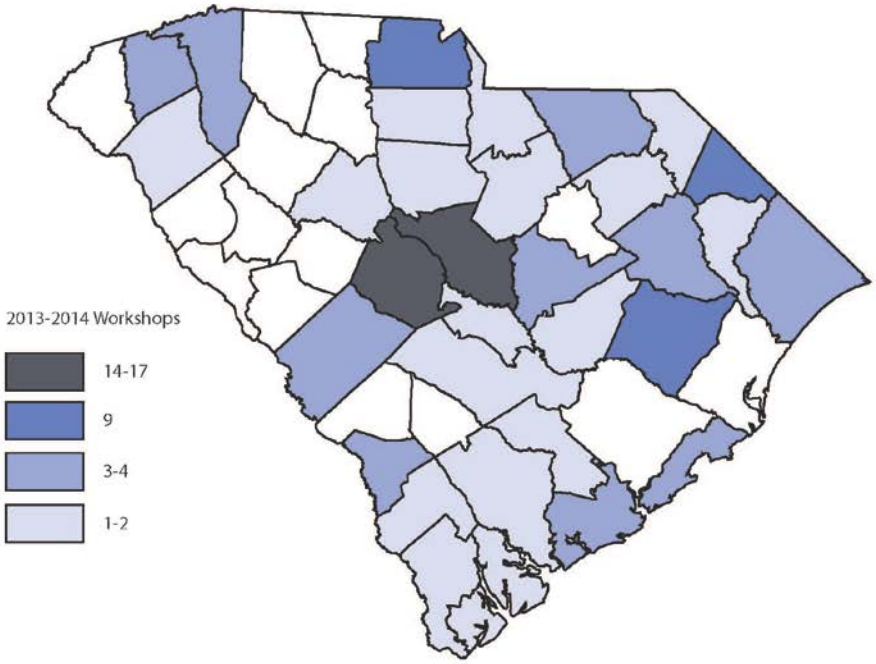
The CEP has completed numerous program activities and established processes that have facilitated the Center's performance in reaching previous goals. Since the Center was newly established, we pursued additional goals throughout the previous year that were also achieved. Evidence includes, but is not limited to the following:

- Developed and launched a dedicated website to build public awareness of resources available through CEP (www.cedup.org)
- An inaugural event was held at the Columbia Museum of Art to introduce the CEP and its mission and invite participation among potential affiliates.
- Created a network of partnerships with existing organizations and resources across the state by extending invitations to join the CEP as affiliates. The organizations are diverse and are from every region of the state. Our website list the affiliates.
- Collaborated with groups such as IT-ology, SCASA, the SC Middle School Association and the SC Business Summit to hold panels and present resources and information to constituent groups including teachers, administrators, community members and parents
- Extended funding to New Carolina to support initiatives for school transformation
- Collaborated with the Tri-County Cradle to Career Initiative in order to offer CEP support and resources to the initiatives
- Collaborated with SC Future Minds to sponsor the morning session of the October SC Conference of Public Education Partners, providing support, expertise, content, and facilitation for the event

Each core member of the CEP has made progress in reaching program specific goals. Evidence includes are partners and are listed in the appendices.

In summary, it is important to note that the Director and Co-Director are represented on multiple local, state, and national boards related to education, the arts, and community activities.

TABLE 1: Summary of Professional Development Conducted by the Center for Educational Partnerships for 2013-2014.



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.

Outputs are presented by core partner and by CEP as a whole.

Accomplished and/or ongoing program outputs of SC-SIC for FY2013-14 include:

SIC

- Current, user-friendly website with a wide variety of pertinent information and resources
- Social media presence: Over 11,000 Tweets; 1,617 Twitter followers; 68 Twitter lists; Frequent Facebook postings with 593 “Likes”
- Two (2) radio program appearances
- Television feature on Fairfield Middle School on its initiative through the SC-SIC “Engagement for Outcomes” project
- Eight (8) media releases
- 1.022 local SIC members were trained on SIC-related topic areas
- Approximately 140 attendees for the SIC Annual Meeting
- 45 SIC District Contacts attended 2013 SIC District Contact Meeting
- 12,500 copies of *The Basics* handbook were distributed statewide
- Nine (9) issues of periodic email update *SIC Clips and Quips*
- Four (4) issues of electronic newsletter *Council News*
- SC-SIC staff presented workshop on “Engagement for Outcomes” project at the 2014 SCASA Innovative Ideas Institute
- Through SC-SIC’s “Engagement for Outcomes” project, staff provided ongoing, intensive technical assistance to selected SICs in the following school districts: Fairfield, Greenville, Lexington Richland 5, Marlboro, and Oconee
- SC-SIC’s three (3) temporary, part-time Regional Council Specialists provided initial needs assessment through more than 220 reported individual direct contacts with 132 identified local SICs (based on *SC School Report Card* rating and SC-SIC reporting non-compliance)in the CSRA (26 SICs) and Pee Dee (106 SICs)regions of the state in 25 school districts in the following counties: Aiken, Allendale, Barnwell, Clarendon, Darlington, Dillon, Edgefield, Florence, Georgetown, Hampton, Horry, Lee, Marion, Marlboro, Saluda, and Williamsburg
- SC-SIC staff serve on or lead a variety of committees and activities including coordination of the SC Education Policy Fellowship Program; Executive Board membership for the SC Chapter of the National School Public Relations Association; service on the Richland County Selective Service System Board; Board of Affordable Housing Resources; SIC of Lexington Middle School

SCEPC

- Products produced during 2013-2014 include the two proposals for federal funding described in the previous sections, 2010-2013 school climate profiles, and a paper on summer reading presented at a national conference.
- Data from the 2013 parent, student, and teacher school surveys were analyzed to develop four-year school climate profiles for 2010-2013. Each school profile contains the following four resources that can be used for assessing school climate strengths and areas that may need improvement:

  Resource 1. A graphical representation shows the school’s 2010-2013 teacher, parent, and student factor scores for all of the climate dimensions in the four years of analysis.
  Resource 2. Percentile rank tables were created to show how individual schools compare with other state schools at the same organization level for each of the fourteen climate dimensions.
  Resource 3. Item scale percentage tables show the percentage of responses for each response category by item.

Resource 4. Item percentage box plots show the distribution of school item agreement percentages for the school compared with all other schools in the state at the same organizational level (elementary, middle, or high school).

- SCEPC's collaboration with OPE and Lexington 4 to assist in the evaluation of the district's summer reading program resulted in a paper titled *Longitudinal Analysis of the Effect of Summer Reading on Mitigating Learning Loss* that was presented at the annual meeting of the American Educational Research Association meeting on April 4, 2014 in Philadelphia, PA. The collaborative work with Lexington 4 formed the basis for a case study in the paper. A copy of the paper can be found in Appendix.

SCMGI

- Read to Succeed bill drafted and enacted by the SC Legislature and signed by the Governor RTS bill drafted and enacted by the SC Legislature and signed by the governor.
- Four meetings of 80 university professors to identify teacher competencies for their reading certification area courses
- Trained 150 middle grades professionals at the SCMSA conference
- Trained 60 educators on the RTS Act at the FMU Center for Excellence to Prepare Teachers of Children in Poverty
- Assisted in supporting the planning by 11 school districts for their school district reading plans

WIN

- 2,043 teachers and administrators were served through WIN initiatives during 2013-2014
- 24 one-day workshops related to PASS Writing, scoring, student assessment, incorporating writing in content areas, State Standards, or targeted professional development based on school and student needs were delivered
- 16 extended series workshops – each series lasting three or more days were offered
- 15 sessions were conducted at ten state or regional conferences.

As a service to the University of South Carolina, WIN offers one-on-one tutoring to College of Education students who must re-take PRAXIS I to qualify for student teaching and provides staff development to the University Child Development Center.

SCGA

- Professional Development delivered to 707 in-service teachers and 256 teacher candidates
- Over 1,700 copies of *Atlas of South Carolina* ordered by South Carolina schools.
- 4 online instruction modules developed to support *Atlas of South Carolina*
- Student programs including National Geographic Giant Map reached 1,624 students
- Over 100 South Carolina students participated in finals of SC National Geographic Bee
- Teacher grant to Little Mountain Elementary used to support GPS unit purchase for classroom room and after-school club use.

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.

SIC

Outreach

- SC-SIC's robust social media presence has resulted in significant increases in several metrics, with a 30% increase in Twitter followers for FY13-14 over FY12-13 and an 18% increase in "likes" on Facebook for FY13-14 over the previous fiscal year.

Training

- The number of local SIC members trained by SC-SIC staff and local SIC District Contacts increased 27% for FY13-14 over FY12-13.

- SC-SIC is in the second year of a three year effort to build its capacity to measure the effectiveness of its SIC Basics trainings. The results of the pre/post surveys showed a solid growth in knowledge (on a five-point Likert scale) of SIC roles in the five-year school planning process (3.02/4.29), SIC membership composition (3.23/4.48), the importance of the SIC Report to the Parents (3.37/4.49), effective SIC meeting practices (3.06/4.43), and important contributions that SIC member can make to the success of their schools (3.40/4.47). The post-training surveys also indicated that 98.8% of those completing the survey agreed or strongly agreed that the training would help them carry out their responsibilities as SIC members.

Local SIC Compliance

- Through education and training, over 90% of the state's 1,100-plus SICs reported membership as required in FY13-14, an 8% percent increase over FY12-13.
- For FY13-14, 811 SICs have posted their *Reports to the Parents,* for a compliance rate of 71%. This represents a 15% increase over the number of reports posted in FY12-13, and a 49% increase since SC-SIC activated the online posting of reports in FY10-11.

Publications

- In FY13-14, SC-SIC ended its contract with provider Constant Contact for distribution of the electronic newsletter, *Council News,* bringing creation and distribution entirely in-house at an annual cost-savings of $1,400.

- In FY-13-14, SC-SIC staff sought the input of members of the SC-SIC Board of Trustees (with representatives from the parent, administrator and teacher communities) on a redesign of the SIC handbook, *The Basics,* to make the publication more user-friendly and action-oriented. The new version, which will rely more on electronic dissemination than previous editions, will be available in October 2014.

Programs

- SC-SIC expanded its pilot of its "Engagement for Outcomes" project (previously called the "SIC Evaluation Initiative) to serve a total of five SICs: Harbison West Elementary (Lexington-Richland 5), Walhalla Middle (Oconee), Fairfield Middle (Fairfield), Mauldin Elementary (Greenville), and Wallace Elementary/Middle (Marlboro).
- Initial needs assessments completed and reported by SC-SIC's temporary, part-time Regional Council Specialists (conducted March through June 2014) demonstrate that those SICs served in the CSRA and Pee Dee regions have identified several trending areas for increased technical assistance: stimulating parent/community involvement and participation; work on developing SIC committee structures to address goals; and the need for increased SIC member training on goal-setting and basic SIC member roles and responsibilities.
- Examples of the impact of SC-SIC i can be found in the stories of the five finalists for the 2014 SC-SIC Dick and Tunky Riley Award for School Improvement Council Excellence below:

  2014 Winner - Okatie Elementary SIC (Beaufort) - This SIC took steps to enhance communication with parents on school district issues and decisions, specifically those related to rezoning issues in this growing area.

  Buena Vista Elementary SIC (Greenville) - This SIC undertook efforts to assist academically struggling students through three initiatives scheduled during and after school.

  Irmo High SIC (Lexington-Richland 5) - To increase community awareness of the successes and true story of their school, this SIC established a Positive Promotions Committee.

  Port Royal Elementary SIC (Beaufort) - This SIC partnered with a local church to provide scholarships for a number of needy students to receive afterschool care at the nearby YMCA.

  Ridge View High SIC (Richland 2) - This SIC undertook efforts to improve communication and celebrate school and student successes. It instituted mass email distribution to inform parents of SIC meetings and activities, and to solicit feedback to promote the school's interests and address parent concerns.

SCEPC

- The C*arolina Consortium for Enterprise Learning* proposal with Clarendon 2, Orangeburg 5, Richland Two, and Williamsburg County Two school districts was funded for $24.9 million by the US Department of Education in December 2013 as one of only five Race to the Top District grants funded across the US in 2013. The Consortium proposal received the second highest technical score of all submitted proposals from the federal review committee.
- The Consortium will serve approximately 11,736 students and 901 educators in 18 schools. As the project is fully implemented, it has the potential to impact 41,183 students and more than 2,000 educators in the districts' 65 schools.
- For several years, SCEPC has conducted research to examine the relationship between school climate dimensions and student achievement outcomes. Our analyses found that schools with better school climate are associated with better student achievement outcomes such as students' scores on state proficiency exams in ELA and Math, the High School Assessment Program, and high school end-of-course exams. The observed

relationship between school climate dimensions and student performance measures provides a rationale for using climate data as a component of school improvement initiatives. SCEPC's four year school climate profiles are being used by the Palmetto Priority Schools and numerous other education reform projects across the state to assess school improvement.

SCMGI

- 150 graduates have obtained middle grades certification through MGI's influence in the establishment of 16 middle grades teacher preparation programs, in partnership with the SCMSA conference and Professors of Middle Level Education (POMLE).
- The primary focus of the SCMGI during 2013/14 was to plan the content area reading and writing and other middle level components of the Read to Succeed Act. This was done in collaboration with professors who teach content area reading and other middle level literacy courses statewide. SCMGI through CEP sponsored a meeting of 30 professors across all institutions of higher education who learned about the RTS legislation and provided input for the first draft of the middle level literacy competences required for courses training teachers for middle level certification. The document has been sent to the SCDE Read to Succeed Office for use in approval of all middle grades reading and writing courses in South Carolina.
- 13 Schools to Watch were selected through a partnership with the South Carolina Middle School Association, South Carolina Association of School Administrators, SC Department of Education, SC Association for Supervision and Curriculum Development, and the Middle Grades Project.
- The award, sponsored by The National Forum to Accelerate Middle Grades Reform, an alliance of 65 educators, researchers, national associations and officers of professional organizations and foundations dedicated to improving education in the middle grades. Its website—www.schoolstowatch.org—

  Winners are:

  - Anderson School District 1: Palmetto Middle School
  - Anderson School District 2: Belton Middle School
  - Berkeley County School District: College Park Middle School
  - Greenville County School District: League Academy
  - Kershaw County School District: Lugoof-Elgin Middle School
  - Lancaster County School District: South Middle School and Indian Land Middle School
  - Lexington School District 2: Fulmer Middle School
  - Richland School District 2: Blythewood Middle
  - Spartanburg School District 1: Mabry Middle School and Campobello-Gramling School
  - York School District 3: Castle Heights Middle School and Dutchman Creek Middle School

WIN

- 2,043 teachers and administrators in 31 districts, the University of South Carolina, and attendees at 10 state and regional conferences received useful, relevant, and practical information regarding teaching ELA aligned with SC Academic Standards and College and Career Ready Standards.
- 97% of participants in WIN workshops indicated that they agreed with the relevance of the workshops to their needs
- As a result of extended instructional series offered by WIN for PASS writing The following measurable gains in student achievement scores occurred at SC schools:
    - 8.4 point gains for students scoring Exemplary on PASS Writing at South Elementary in Dillon School District 4
    - 6.2 point gains for students scoring Exemplary on PASS Writing at Stewart Heights Elementary in Dillon School District 4
    - 3.8 point gains for students scoring Exemplary on PASS Writing at grade seven in Williamsburg County School District,
    - 7.4 point gains for students scoring Exemplary on PASS Writing at grade eight in Williamsburg County School District

SCGA

- 100% of attendees agreed or strongly agreed that the professional development opportunity would help them carry out their role more effectively
- 100% of attendees agreed or strongly agreed that the professional development opportunity would enhance their ability to support and sustain quality education in South Carolina
- 97% of attendees agreed or strongly agreed that their confidence level in teaching this material after this workshop was higher
- 100% of attendees agreed or strongly agreed that this was a valuable professional development opportunity
- Average satisfaction rating on participant surveys over the past eight years = 4.55 on a 1-5 point scale (5=excellent)
- Numbers of participants (28,844 attendees at 781 events since 2004) is indicator of a high level of satisfaction with Alliance services.
- Participating teachers have reported in surveys that they have increased levels of confidence in teaching geography content after taking SC Geographic Alliance workshops.

Teacher use of knowledge and skills taught in professional development sessions

- This type of evaluation requires longer-term follow through and often in-person observation. The Alliance requires that “graduates” of its summer institutes make at least two presentations to demonstrate mastery of content and/or pedagogic technique. This evaluation is supplemented by district observation. For example, a 2008 survey of

district social studies coordinators showed that 79% believe that Geographic Alliance trained teachers provide better instruction to their students. Further, 75% believe that teachers who use SCGA materials deliver a higher quality of instruction to their students.

Results – Measuring the success of training on improved quality.

- The Alliance has limited information at this level of evaluation, largely due to institutional barriers (geography test data is collected as part of a social studies score, making it impossible to assess the geography portion of student learning independently).
- Though data is limited for the Advanced Placement Human Geography teachers in South Carolina, teachers participating in SCGA-led programs have higher student pass rates that the state average for the APHG exam (based on data from the years 2009-2011).

Other research has found that after Alliance training, teachers were able to relate geography to other disciplines, move away from geography as just a "subject," and were able to relate geography to real-life experience. The vast majority of teachers believed that SCGA activities greatly benefited their professional development by motivating them to assess and improve their instruction, and serve as leaders and models for other educators.

The Alliance provides services directly for more than 500 teachers and 1,500 students annually; over 11,500 educators choose to be members of the Alliance and 5,000 educators choose to receive our electronic newsletter. We would not be able to continue this progress if our primary product – specifically professional development and teaching materials – was not of high quality and relevant to the standards and content taught in the classroom.

Question 7: Program Evaluations

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

April 24, 2014

Has an evaluation ever been conducted?

X Yes

__ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

In addition to regular leadership meetings to review data and propose operational changes, the CEP is formally reviewed by the USC College of Education's Quality Assurance Committee (QCom). The committee, made up of faculty and administrative representatives from the College of Education and the College of Arts and Sciences, principals and teachers from the public school system, alumni, and the SC Department of Education, is responsible for

managing, monitoring, and reviewing assessment plans and data within the College of Education. Core CEP partners were reviewed by QCom in 2014. Review findings for each core partner were compiled and shared with the Dean's Executive Council, program directors, and the CEPs Co-directors and are available on the COE website. (See links below.)

In addition, the Director and Co-Director has also instituted yearly evaluations with the directors of each core partner to make sure goals, vision, and resources are being used wisely. The core partners meet monthly to strategize and focus on best ways to support school initiatives in South Carolina.

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

__X__Yes

____ No

http://cedup.org/wp-content/uploads/2014/09/QCom-Minutes-3-20-14-SIC-OPE-SCEPC.pdf

http://cedup.org/wp-content/uploads/2014/09/QCom-Minutes-4-24-14-SCMSA-WIN-SCGA.pdf

Question 8:

While EIA revenues increased in 2012-13 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

5% -- Reduce all accounts proportionately
10% -- Reduce all accounts proportionately

The CEP members are actively seeking external funding to support their initiatives and local schools in South Carolina. However, a reduction of 5% or 10 % would reduce personnel across the center and impact some of the new innovative programing that is taking place across the state.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 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?

While the CEP's goals would not change, the objectives and actions taken to reach them would require flexibility. The CEP will continuously evaluate the best possible strategies to carry out its mission to provide educational extension services to schools, families and communities in South Carolina that facilitate collaboration among diverse education stakeholders, leverage existing resources and build local capacity to improve student achievement in South Carolina's K-12 schools. While maintaining a focus on professional development and training, engagement, and educational research and analysis.

Strategies for absorbing the impact of reduced state funding include:

- aggressively seeking external funding;
- partnering with other groups that share our goals to pool resources;
- reducing travel costs by centralizing events and services, requiring participants to travel to campus; and
- engaging in a strategic planning process to help target our efforts and streamline existing processes.

Far from shrinking back, we are making plans to expand and take on a number of new responsibilities. We see this time as an opportunity to be aggressive and poised for more responsibilities as the economic climate improves.

For example, the leadership and support of the CEP through the SCMGI constitute a very significant attempt to engage all university reading and writing programs in upgrading their courses far above current offerings. The CEP/SCMGI efforts seek to create a collaborative community of learners among professors teaching the critical content area reading and writing courses. This is essential to improve the large numbers of students in grades 6-12 whose reading and writing skills are substantially below the standards necessary to graduate and perform proficiently in post-secondary education and many career fields. Additional funding would enable the CEP to support much greater collaborative design of training in reading and writing. Such improved training is essential for future generations of teachers to be effective in preparing students with the literacy skills needed to meet state and national standards now being adopted. Failure to upgrade this training would constitute a serious dereliction of duty by higher education in fulfilling its role clearly defined in the RTS Act.

Question 10: Fiscal Year 2014-15

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

__X_ 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?

$_90,000_____

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

The Center for Educational Partnerships would like to have one fulltime person who is dedicated to the day-to-day operations. Both the Director and Co-Director are in-kind in their position and responsibilities. As the Center takes on more supportive services to communities and schools, other state partnerships for wrap around services, managing and working to partner for more resources become essential to the Center as a network for South Carolina. We are looking to maximize resources with state office of Communities and Schools (CIS) of South Carolina to expand in the Pee Dee region. This initiative will directly address the issue of reducing high school drop and graduation. In addition, providing resources for evaluations and research to support the Center of Excellence to Prepare Teachers of Children of Poverty has been another request.

The Family Academy in the Pee Dee Region (SIC and CIS partnership)
To provide meaningful and user-friendly information to parents/family members in economically/academic challenged regions of the state to empower them to better support the educational and social needs of their children. Families in these locations have a want for resources (as initially identified by SC-SIC Regional Council Specialists) and the "Family Academy," provided free of charge to them, can offer topic areas of targeted interest to assist them in helping the success of their students. Pee Dee (Marlboro/Williamsburg County); CSRA (Edgefield/Aiken County); Upper Central (Fairfield County). Three, half-day Saturday "Family Academy" sessions with a variety of general and/or concurrent workshops from partnering organizations, informal lunch discussion, and brief wrap-up session for sharing and next steps. Series of 45-60 minute workshops; potential topic areas and partnering organizations may include: Reading with Your Child/Helping Your Child to Read (SC Writing Improvement Network; SC State Library); College and Career Readiness (SC Chamber of Commerce GEAR Up Project; Tri-County Cradle to Career); Understanding Education Standards (SC Education Oversight Committee); Navigating the School System/Advocating for Your Child (SC Chapter/National School Public Relations Association; PRO-Parents of SC); Parent Involvement in Schools (SCPTA; SC-SIC); Communicating with Your Child's Teacher (Palmetto State Teachers' Association); Understanding All Types of Families (Children's Trust of SC); Bullying Awareness and Prevention (PRO-Parents of SC); Financial Fitness for Life (SC Economics); Internet Safety Awareness (SC Attorney General's Office)

Specific to SC-SIC:
The requested increase would also enable SC-SIC to expand its successful "Engagement for Outcomes" project to work directly with a larger number of local SICs. Through the expanded project, SC-SIC would be able to provide the hands-on technical assistance and training required for meaningful needs identification, goal-setting, strategic planning, and outcome evaluation as SICs fulfill their statutory roles in helping to shape and implement their schools' five-year improvement plans.

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.
We are working towards a budgeting model that will more closely reflect the new scope of the Center's activities for the upcoming year. This budget continues to reflect the current level of funding needed for prior EIA programs.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	618,447	715,933
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**618,447**	**715,933**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
SC Geographic Alliance	160,298	155,869
Writing Improvement Network	180,910	182,761
SC School Improvement Council	127,296	127,303
SC Center for Educational Policy Center	74,943	75,000
SC Middle Grades Initiative	75,000	75,000
Other (CEP was created in 2013-14)		100,000
Other: Transfers		
Balance Remaining	(2514)	
TOTAL:	**618,447**	**715,933**
# FTES:		

APPENDIX

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?

Each core member of the CEP has made progress in reaching program specific goals. Evidence incldes, but is not imited to the following:

South Carolina Educational Policy Center (SCEPC)

- Dr. Monrad served as a member of a proposal writing team for a District Race to the Top proposal entitled *Carolina Consortium for Enterprise Learning* with Clarendon 2, Orangeburg 5, Richland Two, and Williamsburg County Two school districts for approximately $25 million over four years. Dr. Monrad worked closely with the proposal team for 6 weeks to develop this proposal using research-based strategies. She focused on the design of the project, analysis of existing data, development of performance measures, and writing of the evaluation design. The proposal was submitted to the US Department of Education in December 2013.

- Dr. Diane Monrad, worked with two state consortia in 2013-14 to develop research-based proposals for funding from the US Department of Education. The first proposal was with a consortium of 14 high-need districts in South Carolina who partnered with the SC Association of School Administrators (SCASA), the University of South Carolina, Piedmont Technical College, SCANA, New Carolina, and Teach for America to obtain funding to launch the South Carolina Center for Education Leadership (SCCEL), a systemic initiative to build leadership capacity. Although the proposal for $5,105,302 was not funded, the consortium is planning to revise and resubmit the proposal.

- The SCEPC and the Office of Program Evaluation (OPE) have been collaborating with the Lexington School District 4 for the past three years to assist the district in evaluating their summer reading program and improving the climate of their local schools. Dr. Robert Maddox, Associate Superintendent, contacted Dr. Diane Monrad for assistance after hearing a presentation by Dr. Monrad on students' summer reading loss in the Reading First program. Lexington 4 had initiated a summer reading program and needed help in evaluating the results and improving the program as necessary.

- Dr. Tammiee Dickenson, Director of OPE, and Dr. Monrad have meet with Dr. Maddox and his reading coaches as a collaborative research group to discuss evaluation issues and share results of the various data analyses designed to look for program effects on student reading achievement and summer loss. Each year, district personnel make revisions in the summer reading program to address issues raised by the project's evaluation. SCEPC and OPE will be analyzing 2014 student reading data this fall to examine student reading achievement following the third summer of the program.

- Dr. Monrad is also collaborating with Dr. Maddox and the Lexington 4 School Leadership Team to examine their school climate and identify climate strengths as well as areas needing improvement. SCEPC develops four-year school climate profiles each year using survey data collected from teachers, parents, and students in each of the state's public schools every year.

- Data from selected items on these annual surveys are included on school report cards, but the majority of the existing survey data was not subjected to state-wide analysis until 2007. Initial work by SCEPC focused on school climate in elementary schools that were successful in closing the achievement gap, and then the work expanded to encompass all schools in the state. School climate survey data were analyzed to identify factors underlying the school climate surveys for teachers, students, and parents. The six climate factors for teachers included: *Working conditions/Principal leadership*, *Home-school relationship*, *Instructional focus*, *Resources*, *Physical environment*, and *Safety*. Items in the student survey described four climate factors: *Learning* environment, *Social-physical environment*, *Home-school relationship*, and *Safety*. Similarly, parent survey items measured four climate dimensions: *Learning environment*, *Social-physical environment*, *Teacher care and support*, and *Home-school relationship.*
- Staff analyzed 2013 climate survey data so that four-year climate profiles for 2010-2013 could be developed for the state's Palmetto Priority schools. The objective was to provide district and school staff from the Palmetto Priority schools with school climate data for use in developing cost-effective, targeted school improvement strategies. After the four-year profiles were completed, meetings were held with SCDE technical assistance personnel to discuss the individual school profiles and specific school improvement needs. Four-year school climate profiles were also used in the development of the two proposals for federal funding as well as in the evaluation of several state school improvement initiatives.
- For 2014-2015, SCEPC staff are analyzing the 2014 teacher, parent, and student survey data so that the four-year school climate profiles for the Palmetto Priority schools can be updated with the most recent data. Training will be provided to SCDE personnel assigned to the Priority schools on how to interpret and utilize the school profiles in assessing school needs for improvement. In addition, SCEPC staff will develop four-year school climate profiles for other low-performing schools in the state and provide consultation services and training in using these data in schools' improvement initiatives.
- The SCEPC will also provide consultation and research services to schools, districts, and other educational organizations to assist them in implementing research-based strategies that will improve student achievement. We will be working with our colleagues in CEP to support effective strategies for improving reading achievement in the state, including the provision of summer reading programs. We will also be assisting with the development of proposals for external funding by low-performing districts and schools to support the implementation of research-based strategies that will support the growth of student achievement in the state's most challenged schools.
- Writing Improvement Network (WIN)

Writing Improvement Network (WIN)

- Sponsored and conducted four workshops for teachers and administrators from across the state. Each workshop was designed around the rigors required to address the current classroom standards.

- Initiated and support collaborative initiatives through, for example, its continued collaboration with the faculty at the USC Child Development Research Center in preparing students age 4 for successful transition and entrance into the public school system; presenting and conducting workshops at state and regional conferences, including the Francis Marion Center for Poverty Conference, NETSCOPE Conference, SC Council of Teachers of English, the SC International Reading Association, the SC Middle School Conference, the SC Title One Conference, the Midlands Writing Project Conference, and the Winthrop Writing Project Conference. WIN continued to build new partnerships with other organizations including SCASA, the SCDE, the SC ELA Coordinators, and other CEP EIA funded programs and initiatives.

Additionally, in an effort to expand the CEP's work with families, schools, and community partnerships, WIN created STEAM (science, technology, engineering, arts, math) units that correlated with Columbia City Ballet's Educational Outreach program. Each teacher bringing students to these performances – designed for students K-12 – received a unit offering extension strategies and activities tied to those performances.

WIN Presentations/Sessions/Workshops 2013-2014

Presentations

- WIN Workshops (Held at ETV in Columbia): September 24, 2013, November 5, 2013, February 11, 2014, and March 4, 2014
- Francis Marion University, Center for Poverty Conference – June 19-20, 2014
- Midlands Writing Project – June 17, 2014
- NETSCOPE Conference (Winthrop University) – June 10, 2014
- SCASA Summer Conference – June 16, 2014
- SCIRA Fall Literacy Conference – November 2, 2013
- SCCTE – January 31, 2014
- SC Middle School – February 28 – March 2, 2014
- SC ELA Coordinators – March 28, 2014
- Title One Conference – October 22-25, 2013
- Winthrop Writing Project – Spring/Summer 2014

WIN provided direct services to the following districts and schools:

- Allendale County School District
- Anderson District 1, Cedar Grove Elementary school
- Chesterfield County School District
- Clover School District Lexington District 2, Airport High School
- Darlington County Institute of Technology
- Dillon 4 County School District, South Elementary School and Stewart Heights Elementary School
- Lexington District 3, Batesburg-Leesville High School
- Richland School District 1, Hand Middle School
- Richland School District 2

- Williamsburg County School District, CE Murray Middle School, Hemingway Middle School, and Kingstree Middle School

Middle Grades Initiative

During FY14 the major efforts of the MGI were devoted to collecting and communicating input for the purposes and specific components of the Read to Succeed Bill. The legislation and implementation in Florida and other states were reviewed and translated into statutory options for consideration by RTS bill drafters. This involved not only the teacher training programming needed but also planning and guidance systems affecting classroom teachers and administrators such as the State, district, and school plans, assessment & testing, required interventions for struggling readers, and promotion of family & community support for language, reading, and writing proficiency. Direct efforts to identify content and effectiveness of teacher training, both preservice and inservice, involved major work to review the syllabi of university reading courses. Then four meetings of Early Childhood, Elementary, Middle, and Secondary professors from all university programs were held to obtain their input regarding the critical teacher competencies required for successful teaching of reading and writing. The findings were translated into competency documents which have subsequently been submitted to the SCDE RTS Office for its work in reviewing and approving university courses. Documents summarizing research and practitioner input were produced to guide planning for implementation of the RTS bill. Some trainings and briefings for school district personnel were provided such as pilot design and testing of the district plan content. Also, training of middle grades teachers and administrators regarding the RTS bill was provided at the 2014 SCMSA conference.

What, if any, change in processes or activities are planned for the current year, 2014-15? During FY15 the efforts will be directed primarily toward: (1) further planning and effective implementation of the RTS Act in collaboration with the RTS Office, the EOC, school districts, and other organizations responsible for RTS implementation; (2) supporting the various certification groups in planning their competencies documents and creating communities of professional trainer-learners for each of the groups; (3) support to the middle level stakeholders for effective implementation of the RTS Act requirements, especially the SCMSA and its Schools to Watch lead schools to plan and demonstrate Content Area Reading & Writing for all middle grades staff; (4) advocacy for effective implementation of the RTS Act; and (5) engagement of other CEP programs in planning and supporting effective implementation of the RTS Act for all potential educational partners needing and requesting assistance in their implementation of the RTS Act.

SC Geographic Alliance

Prior fiscal year activities:

- The SC Geographic Alliance provided in-service teachers with up-to-date content, best practice pedagogy, and innovated materials for geography education via offerings that emphasize technology, cross-disciplinary activities, and grade-specific interventions. Activities included:
    - School and school district level workshops
    - Geofest conferences

    - Alliance Summer Geography Institute
    - AP Human Geography workshop
    - Professional conference presentations at state and national education conferences
    - Atlas of South Carolina
- The Alliance also provided pre-service teachers with mentoring, content knowledge, and classroom materials as they begin their careers via offerings at teacher-training institutions throughout South Carolina. Activities included:
    - Workshops at teacher training institutions
    - GEOG 710 (Seminar in Geography Education) at USC Columbia
    - GEOG 561 (Contemporary Issues in Geography Education) at USC Columbia

The Alliance also engaged students and business/community organizations. Activities included:

- National Geographic Giant Map Program
- National Geographic Bee
- Geospatial Technology offerings (for students)
- Geography teacher grants
- STEM cluster of the Midlands Education and Business Alliance (MEBA)

The SC Geographic Alliance will continue to carry out these activities in the coming year. In addition, the Alliance plans to undertake the following activities:

- Submit an Improving Teacher Quality grant proposal to bring geospatial technology to Saluda County teachers and students (SC Commission on Higher Education)
- Implement statewide partnership with ESRI (a GIS software company) to bring geographic information system technology to South Carolina schools
- Establish an AP Human Geography working group to promote and expand this course in South Carolina
- Work with Lawrence Hall of Science (University of California, Berkeley) on 3D freshwater ecosystem visualization tools for K-12 students and teachers (backed by the National Science Foundation)
- Continue work with MEBA on the importance of geospatial technology and workforce development
- Work with the Alabama, Pennsylvania, and Tennessee Geographic Alliances on a major grant proposal for geoliteracy (backed by the National Geographic Society)
- Develop online modules to support the Atlas of South Carolina
- Continue editing the *Journal of Geography*, the world's premier geography education research journal

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: SC Council on Economic Education (d/b/a SC Economics)

Current Fiscal Year: **2014-15**

Current EIA Appropriation: $300,000 FY14-15

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

Jim Morris

CEO, South Carolina Council on Economic Education

Mailing Address:

1014 Greene Street

Columbia, SC 29208

Telephone Number: 803-777-8677

E-mail: jim.morris@moore.sc.edu

Question 1: History of the program: 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

__ has been operational for less than five years

_X_ was funded last fiscal year by general or other funds

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

_X_ Other: SC Economics was established as a 501-C-3 in November 1975. FY 12-13 funding came through the EOC; FY13-14 appropriations created SC Economics as an individual line item and it continues as a line item.

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:

1984 EIA

2005 Financial Literacy Legislation (Article 1, Chapter 29, Title 59, section 59-29-410)

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

(SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. 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.

Regulation(s): State Board Regulations require ½ semester credit of economics prior to graduation from High School. They also require economic education to be included in K-12 education standards at all grade levels.

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?

__X__ Yes

____ 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.)

WHAT WE DO (Long Term Mission):

The South Carolina Council on Economic Education (d/b/a SC Economics) is the only state-wide South Carolina non-profit organization exclusively dedicated to improving economic education and financial literacy by preparing teachers and providing resources in order to prepare students to be active, successful, and prosperous members of our global economy.

OUR GOALS:

Goal 1: Train K-12 teachers to teach the fundamentals of economic education (micro, macro, and global) throughout South Carolina.

Objective 1: Conduct teacher workshops.

a. Facilitate teacher learning through use of the Stock Market Game

b. Facilitate teacher learning by using the Mini-Economy Classroom Model

c. Facilitate teacher understanding of economics and financial literacy though “Virtual Economics”, “Financial Fitness for Life”, and “Earning, Learning and Investing” curriculum.

d. Design activity-based and problem-based learning on specially requested topics (e.g. History and Economics, “career and life-style” decision making.)

Objective 2: Encourage and support activity-based learning through student games and competitions (e.g. Poster Competition, Stock Market Game, Financial Literacy Challenge, Econ Challenge, SC Chamber Business Week)

Objective 3: Provide curricula and web accessible modular learning content supporting economic and financial literacy education.

Objective 4: Expand Instructor pool at all levels.

Objective 5: Conduct a statewide Economics and Financial Literacy Summit with breakout sessions covering critical topics.

Goal 2: Encourage student participation in activity-based learning

Objective 1: Create, host and administer competitions which facilitate learning in the context of one's daily life

Objective 2: Incentivize participation in activity based learning

Goal 3: Provide web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles.

Objective 1: Identify, assess, and make available web accessible curricula in financial literacy topics identified in the 2005 Financial Literacy legislation.

Objective 2: Identify, assess, and make available engaging and relevant, videos or highly interactive games to supplement teacher lesson plans.

Objective 3: Conduct and record high value interviews, discussions or instruction and make them web accessible.

Objective 4: Establish project partnerships between business, industry, and community educational organizations to develop engaging interactive learning exhibits (e.g. museums, zoos, fair, family destinations.)

Objective 5: Maintain a meta-analysis process to identify, assess and encourage the use of educational games

Goal 4: Develop a teaching certification that will demonstrate a mastery level of understanding in the instruction of economic and/or financial literacy knowledge and skills.

Objective 1: Develop criteria for skill mastery in economics and financial literacy.

Objective 2: Work with Department of Education, State Board of Education, Education Oversight Committee, and Schools of Education and Business to formally validate skill mastery modules and levels before and after teacher certification.

Goal 5: Aggressively engage with all known educators, interested business leaders, and providers of economic education in order to be recognized as the most valued organization in South Carolina for improving economic education and financial literacy for K-12 students and teachers.

Objective 1: Prepare and present effective information briefings to business, education and political leaders in South Carolina.

Objective 2: Engage and collaborate with leaders of all organizations who share economic education and financial literacy goals.

Objective 3: Establish partnerships with appropriate (high throughput) organizations to expand effective economic and financial literacy education.

Objective 4: Identify critical educational issues preventing innovation in K-12 schools which effect student opportunities to prosper

Goal 6: Develop and assess quantifiable measures of effectiveness associated with all programs and activities.

Objective 1: Encourage pilot programs which use non-traditional assessment methodologies.

Objective 2: Include assessment with all educational activities.

Objective 3: Actively engage with other organizations through communities of practice and conduct meta-analysis to determine valuable means of individual learning.

Goal 7 (Currently being developed by our board of directors and staff): Nurture a spirit of innovation and an entrepreneurial climate among teachers and students

Objective 1: Conduct a feasibility study to establish a public, competitive, on-campus "Governor's School" for Business and Entrepreneurship at the High School level in South Carolina.

Objective 2: Encourage and support the establishment of entrepreneurial activities in schools.

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?

The South Carolina Council on Economics helps K-12th grade teachers with knowledge and skill to teach the fundamentals of economics at the micro, macro, and international level. We provide workshops (leader development) and seminars as well as sponsor, facilitate, and encourage activity-based competitions which make learning relevant and fun. Our teaching pool draws professors from Economic Education Centers of Excellence such as Winthrop, The Citadel, Clemson, USC Darla Moore School of Business, and experts from across the state and nation. Our resources also include a wide variety of cutting-edge digital learning tools such as on-line games and streaming, award-winning, videos. All of our workshops and resources are tied back to SC Department of Education standards in the field of economics and financial literacy. These standards are approved by the SC Board of Education for implementation through the SC Department of Education and the individual school districts. We use the 2005 Financial Literacy Legislation approved by our SC Legislature as a guide for the basic financial literacy knowledge and skills. Teaching standards for economic fundamentals vary depending on grade level and course. Our resources also focus on practical applications of economic education by preparing teachers to teach students the importance of career enhancement and preparation for one's ability to function in a global economy. Some specific areas include:

Teacher Development & Workshops

AP workshops include teacher training and leader development in the fundamentals of economics to include Advanced Placement (AP) Economics workshops. The workshops are provided throughout the state, based on teacher and school district demand. They include topics, such as "Econ Forces in American History," "International Trade," and "Energy and Economics."

The Economics and the Environment workshop is designed to demonstrate how teachers and students can use economic reasoning to describe and explain important environmental problems. Topics covered include forest, water, and energy. Teachers are encouraged to challenge their students to analyze and think critically about environmental issues.

The Virtual Economics (VE) workshop introduces or strengthens knowledge of economic principles through video and text. The Virtual Economics program provides teachers with over 1,400 lessons from over 70 different publications on a thumb drive which we pay for and provide to each teacher. The program automatically updates to on-line lessons on EconEdLink.org, provides videos on economic definitions, and offers short quizzes that reinforce concepts. During the workshop, K-12 teachers are instructed on how to navigate grade level lesson plans

and to correlate lessons to SC Social Studies educational standards and Common Core standards.

Teaching Economics Using Children's Literature covers a broad understanding of economics for K-5. Teachers are asked to identify economic concepts in children's literature and discuss how they would use the concept of the story line in our everyday economy. With older students, in middle and high school, our workshops focus on one or two books that demonstrate a wide use of economics: e. g. "*The Hunger Games", "Lawn Boy",* and *"Across the Lines".*

Financial Fitness for Life (FFL) is a financial literacy resource guide for teachers and is offered in multiple K-12 grade levels. The Financial Fitness for Life materials were written based on real-world concepts, and teachers present them in a manner that reinforces learning through practice, helping prepare students for life beyond the classroom. The resource measures students' progress in four themes of personal finance: earning an income, saving, spending and credit, and money management. Lessons have been correlated to State educational standards. We provide all documentation and lesson material to workshop attendees on a thumb drive.

The Mini-Economy introduces K-8 students to real-world economic activity without leaving the classroom. This workshop introduces teachers to economic concepts and explores the idea of how to implement a semester-long interactive project-based program in the classroom. The mini-economy provides students with a thorough understanding of our economy through realistic activities that mirror everyday economic behavior. Students run businesses, pay taxes, and make investments. They must apply reading and math skills while learning teamwork, negotiation, and personal finance skills. In some cases, entire schools participate in this program. At the end of the simulation, teachers nurture confident consumers and budding entrepreneurs with a sense of creativity. We provide a binder with lesson plans and other resources to all participants.

Activity-Based Competitions

Our "Young Entrepreneurs Award" program is both a competition and a series of activities for grades 4-12. SC Economics encourages students to participate in building their own businesses and in understanding how business functions. We encourage students and teachers to submit student stories about the businesses that they have created. In the past, cooperation with ETV, the stories were recorded in an interview format, posted on our website, and played on state ETV. We also participate in other student business competitions through speaker and mentor engagements or scholarship funding. Recent examples include Virtual Economics International (VEI), and SC Chamber of Commerce "Business Week."

The SC Economics Challenge applies the excitement of an athletic competition to academic excellence and encourages high school students to apply their economics knowledge and work in teams. Competitions are held at the State, National Semi-Final, and National Final levels. Teams of students begin the competition on-line by answering 30 rigorous multiple choice questions on microeconomics, macroeconomics, international economics and current events. Students complete rounds of testing, work in 3-5 person teams to solve case problems, and, in the finals, participate in a quick-paced oral quiz-bowl in order to compete for the title. Cash and

certificate prizes are awarded to winners. This final competition has recently been held at the Darla Moore School of Business.

For over 35 years, the Stock Market Game has been a popular on-line game sponsored by the Securities Industry and Financial Markets Association (SIFMA). It provides teachers, 4-12th grade students, and extracurricular coaches with real-world, hands-on opportunities to learn about investing and how the economy works. Students are provided with a virtual $100,000 portfolio and must document stock selections with position papers based on research, mathematical and statistical analysis. Students exercise 21st century skills in collaboration, communication, critical thinking and creative problem solving. It is a fun and engaging way to learn life skills across the spectrum of economics and financial literacy. Trophies are awarded at an annual Awards Day lunch at the end of the year.

The SC Finance Challenge is a contest in which middle and high school students demonstrate their knowledge and understanding of personal finance, including income and money management, spending and credit, and saving and investing. Teams of 3-4 students compete with other students from across the state in an on-line multiple choice examination. The winning team wins a cash prize; the winning high school team goes on to compete in the National Finance Challenge Competition in St. Louis, Missouri in the spring.

The SC Economics Poster Contest challenges students in K-8th grade to convey their understanding of economics concepts like scarcity, opportunity cost, and productive resources through artistic drawings. Sixteen winners appear in the Economics Concepts Calendar and receive cash awards. Calendars are mailed to all participating teachers and students.

Additional Initiatives and Pilot Programs

One of the benefits of the close public-private partnership maintained by SC Economics over the last 44 years has been the ability to be nimble and responsive to evolving teaching methodologies, relevant course content requirements from the business community, technological and instructional innovations as well as the various needs of different school districts. Some recent examples include:

SC Economics has recently established a resource for business and financial literacy teaching requirements. Financial Flix™ a new, customized web-based streaming video service and is now available to the citizens of South Carolina, anywhere, anytime, to foster an understanding of economics. By visiting our webpage at www.sceconomics.org and clicking on “financial flix,” teachers, students, and parents, are able to access a selection of over 600 three-to-five minute videos and 60 full length videos relating specifically to business and financial literacy topics such as cash and credit, financial markets, the global economy, and entrepreneurship. This service provides relevant and engaging resources, on demand, for educators, mentors and academic coaches which can be linked to South Carolina’s educational standards for business, financial education and entrepreneurship. Wherever possible, the videos have been prioritized to support the 2005 Financial Literacy Legislation (Section 59-29-410.) Much of the content on Financial Flix™ is adapted from BizKid$, an Emmy-award winning series designed to educate kids about money and business.

GeniRevolution is an interactive web-based computer game for students in grades 6-12. It teaches the basics of personal finance and investments by fighting the “Murktide Infestation” that is making people doubt their ability to save and invest.

EverFi is a for-profit educational provider for several subjects to include Financial Literacy™. They use the latest technology – video, animations, 3-D gaming, avatars, and social networking – to bring complex financial concepts to life for today’s digital generation and are presently providing financial literacy education to over 8000 students in 140 schools around the state, primarily in high schools. The EverFi instructional game informs students about money choices, income and careers, credit and borrowing, insurance and safety, and saving and investing. We consider them to be an educational partner.

We believe that one of the most effective ways to take advantage of changes occurring in the educational community is to collaborate and expand upon budding or existing educational networks. As we find commonality in goals, we offer our resources to improve upon the overall educational output. Currently, we are working with the SC State Library system and EdVenture Museum to develop and expand our financial literacy programs. We are working with the Commission on Higher Education, the SC Chamber of Commerce, and the SC Department of Employment and Workforce Development to expand our offering of leader development in economics and financial literacy to the Gear Up coaches and Jobs for Americas Graduates (JAG) coaches. We engage newly identified teachers in the “Teach for America” organization to almost 300 teachers across the state. Likewise we are working with USC College of Education to provide our resources to pre-certified teachers before they are fully certified to teach. We remain engaged with the SC Council on Competitiveness and their “Transform SC” line of effort because we believe that we have many of the tools and learning methodologies that they espouse. We provide many on-demand workshops from across the state whenever requested by teachers, administrators, superintendents.

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.

During the last funding period July 1, 2013 through June 30, 2014, SC Economics conducted the following workshops, seminars, competitions, and digital activities:

Fall 2013 Workshops/Seminars

Virtual Economics

Columbia, 12 teachers

Greenville, 12 teachers

Spartanburg, 23 teachers

Mini-Economy

Columbia, 11 teachers

Rock Hill, 11 teachers

The Value of my Life

Richland One Middle College, 5 teachers with 100 students

Entrepreneurship

VEI Columbia, 9 teachers (9 different schools) with 87 students

Job for Americas Graduates (JAG)

24 teachers

Teacher Certification in NC

40 teachers

Who Wants to be a Millionaire?

Lower Richland HS, 25 students, 1 teacher

Fall 2013 Competitions

SC Stock Market Game Competition, K-12 Entries

Teachers	66
Teams	332
Students	1287
Schools	44
Districts	20

SC Financial Challenge

Teachers	15
Teams	140
Students	486
Schools	15
Districts	11

Fall 2013 Special First year Initiatives(Digital)

Website	10,378
Facebook	269
Financial Flix	584
Online courses	40
Other (Benefit Bank)	500-1000
GeniRevolution Game	662 students in 6 schools

Spring 2014 Workshops/Seminars

- Stock Market Game
  - Riverside Middle School, 1 teacher
  - Hand Middle School, 7 teachers and 1 administrator
  - Heathwood Hall, 1 teacher
  - Charleston County, 1 teacher
  - Lugoff Elgin HS, 48 students and 1 teacher
- Virtual Economics
  - Edgefield, 20 teachers
- Financial Fitness for Life
  - Columbia, 14 teachers
- Energy and the Environment (SC Electric Cooperatives)
  - Cayce, 14 teachers
  - Cayce, 20 teachers
  - Broad River, 7 teachers
  - Edisto, 11 teachers
  - York, 9 teachers
  - Lexington, 10 teachers
  - Marlboro, 9 teachers
  - Laurens, 4 teachers
  - Blue Ridge, 4 teachers
  - Pageland 12 teachers
  - Grad level Course
    - Charleston, 12 teachers
- Economics in US History

Columbia, 13 teachers

SC Business Education Conference, 50 teachers

Geofest Conference, 12 teachers

SC Finance Forum with SC Dept of Ed, 62 teachers

Webinar participation (18 Libraries)

SC Middle School Assn (vendor)

SC Science Academy Big Fair (vendor)

SC Chamber Business Week Scholarship & Class

SC DoE Consumer services Advisory Council, 10 educators

Summer Institute (DHEC/PREP) 25 Trainers

Kershaw County Econ Camp 18 students and 2 teachers

DJJ Job Readiness Program, 38 students and 1 educator

Olympia Learning Center, 12 students and 1 educator

DHEC Summer Institute (PREP), 12 educators and administrators

Spring 2014 Competitions

SC Stock Market Game

Teachers	66
Teams	439
Students	1765
Schools	61
Districts	24

Capitol Hill Challenge

Teachers	15
Teams	125

Students	425
Schools	13
Districts	13

InvestWrite Essay Competition

Students	25

SC Financial Challenge

Teachers	13
Teams	160
Students	600
Schools	13
Districts	12

SC Economics Challenge (Spring only)

Teachers	9
Teams	64
Students	246
Schools	9
Districts	7

South Carolina Young Entrepreneur Awards (Spring Only)

Students	5 winners

Economics Concepts Poster Competition

Teachers	30

Students	716
Schools	21
Districts	9

24th Annual Awards Luncheon (Spring Only)

Participants	270

Digital Initiatives

Financial Flix Videos (total)	529
Teachers	340
Students/Parents/others	189
GeniRevolution	70 Teachers/1352 Students
EverFi	8000 High School Students (not directly affiliated with SC Economics)
Webinar with State Library	18 Educators

Note: This represents over 2500 teacher leader development sessions, and over 2000 student team competitions engaging over 75,000 students throughout the state of South Carolina during this year.

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.

At the conclusion of each scheduled, statewide workshop, teachers are asked to complete a brief survey on the workshop attended. The responses from South Carolina teachers help SC Economics gauge how well the content was received and how it can be used. Please see attached documents for copies of selected survey evaluations. We maintain all evaluations and they are available upon request.

SC Finance Challenge and SC Econ Challenge

After winning the state level competition, Lexington High School was sent to St. Louis, Missouri by SC Economics to compete in the National Finance Challenge. The students placed 9th in the nation. We opened up the SC Finance Challenge to middle school students. Kelly Mill Middle School ranked 1st, 2nd, and 3rd in the fall competition and were recognized by Representative Mary Gail Douglas. Lexington High School team won the state competition for the Economics Challenge, advanced economics division. That team completed paper tests at their school that determined their ranking as 23th in the nation. The Christian Academy of Myrtle Beach won the state competition for the Economics Challenge, general economics division. That team placed 22nd in the nation.

It is both cumbersome and expensive to assess learning with every activity or event. We do, however, periodically conduct assessments. We also are part of a multistate affiliation of Councils on Economic Education and many of our organizations conduct assessments using the same curricula or processes. We monitor these assessments.

Locally, a teacher from Lower Richland created the same teams for the fall and spring Finance Challenge to determine the growth of her students' learning over the semester.

Team Name	Fall Score	Spring Score
Independent Ladies	300	220
LRHS1	155	255
LRHS2	155	210
LRHS3-	-100	0
LRHS4	-100	-10
LRHS5	-75	60

Savvy Ladies 305 240

Last reporting period, two programs offered quantitative results of student achievements. The first program, titled “Money Matters,” was delivered to third grade classes in three elementary schools and eighth grade in one middle school in Darlington School District; a total of 685 students and 17 teachers from the four schools participated. Teachers were trained prior to the school year using Financial Fitness for Life. The students were pre-tested on their financial literacy skills and then received instruction for eight weeks on lessons from Financial Fitness for Life. At the end of the eight weeks, students were given a post-test on the same concepts as the pre-test.

Elementary Schools Pre-test

average score Post-test

average score Improvement between pre- and post-tests

Darlington 29% 57% 96.5%

Middle Schools Pre-test average score Post-test average score Improvement between pre- and post-tests

Darlington 48% 71% 47.9%

Teachers Pre-test

average score Post-test

average score Improvement between pre- and post-tests

Darlington 69% 86% 25%

The second program was a localized case study at Lonnie B. Nelson Elementary, specifically in their ACE Program, for the Classroom Mini-Economy:

Classroom Mini-Economy test results

Academy for Civic Engagement within the Lonnie B. Nelson Elementary School

Richland District Two

The Academy for Civic Engagement (ACE) prepares children to become contributing members of our democratic society and responsible citizens of our community and our world. ACE

encourages active citizenship by giving students opportunities to translate civic education into community engagement.

The Academy of Civic Engagement is open to all students in grades K-5, serving 20 students per grade level. Students enrolling in grades K-5 who seek to become strong leaders and build a foundation that will afford them the opportunity for future success are eligible to apply. Students are selected by a random lottery.

Dawn Smith, ACE Lead Teacher, has attended several of SC Economics' Classroom Mini-Economy professional development programs. In turn, she has trained her staff of nine teachers on the program, and coaches the teachers throughout the program's implementation. The 5th grade students participating in this exploratory study have been participating in the Mini-Economy since Kindergarten.

Test Instrument

The Basic Economics Test (BET) is a nationally normed achievement test for 5th-8th grade students. The test was designed primarily to aid teachers in assessing and improving the quality of the teaching of economics.

Test Results

5th Grade	Percent of correct
test responses	
ACE students	73%
Non-ACE students	35%

Comments

- ACE students who participate in the Classroom Mini-Economy are far more proficient in economic knowledge than their non-ACE peers who have no experience with the Mini-Economy.

- The economic concepts tested on the BET are included in South Carolina's K-5 academic standards for the Social Studies. Therefore, we would expect the non-ACE students to be as knowledgeable of economics as the ACE students. The 38% difference in test scores between ACE and non-ACE students could to be attributed to several factors: non-ACE teachers dedicate a very limited number of instruction minutes to economics; are unfamiliar with the concepts and lack confidence in teaching them; or have a limited understanding of the value of economic education. However, we cannot form any definitive conclusions from this one study.

ACE students:

4th grade: scored an overall 52% accuracy/knowledge of Economics concepts

5th grade: 73%

Non-ACE students:

4th grade: 42%

5th grade: 35%

Total ACE students: 58%

Non-ACE students: 40%

Finally, we consider the increase in teacher participation in workshops and student participation in competitions and educational gaming activities to be indicators of success (from question 5 above.) These activities are voluntary so the fact that more individuals participate indicates success at some level. Workshop and seminar participation increased 82% during this reporting period over the previous year. Likewise, participation by teams of students increased 94%. Our new digital initiatives (gaming and video) are also significant, however, this is the first year of implementation so no comparison with last year can be made.

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

_____Yes

__X___ No

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

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

____Yes

____ No

If no, why not?

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?

In order to continue to implement conservative budget practices, in the event of potential EIA reductions totaling 5%, and 10% in F13-14, SC Economics would reduce programs as follows**:**

-Financial Flix™: A video streaming service providing 1-3 minute clips on business and financial literacy concepts as well as lesson plans for implementation of video content.

-Teacher Certification projects would be delayed or halted

- Teacher workshops and associated teacher development would be reduced proportionately to any reductions.

- Teacher and student incentives would be reduced proportionately to any reductions. This would reduce student participation in competitions.

Of note: all of our programs support the The EOC's 2020 Vision for SC the Profile of the South Carolina Graduate. The field of economics is both interdisciplinary in that it includes math, technology, science, history, and ELA but it also includes life skills and career enhancement in that prosperity occurs if one obtains the knowledge skills and abilities to earn a life sustaining wage and if one makes good decisions in life. Economics is really the study of choices and how these choices result in consequences. Every decision one makes has economic consequences. In many cases the absence of a decision IS a decision (failure to pay a bill on time, failure to save for emergencies, failure to fix roads and infrastructure in a timely manner.). We elect leaders based on what decisions we think they will make. There is hardly a single news article regarding a decision made by an elected or other governmental worker that does not have economic consequences.

Our activity-based and problem–based learning methodologies are supportive of recent transformational trends in education. Innovation and creativity at the individual level occurs when students are engaged with what they feel is relevant and at the appropriate level of complexity.

We support:

Innovation and transformation of the delivery of public education:

World Class Knowledge • Rigorous standards in language arts and math for career and college readiness • science, technology, engineering, mathematics (STEM), and social sciences "

World Class Skills • Creativity and innovation • Critical thinking and problem solving • Collaboration and teamwork • Communication, information, media and technology • Knowing how to learn

Life and Career Characteristics • Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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?

We did not request additional funding levels above this year's appropriation level.

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	300,000	300,000
General Fund		
Lottery		
Fees		
Other Sources	253,846	300,000
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**553,846**	**600,000**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service		
Contractual Services	3936	
Supplies & Materials	665	
Fixed Charges	1160	
Travel	266	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Other: Programs and Initiatives	537,303	600,000
Balance Remaining		
TOTAL:	**543,330**	**600,000**
# FTES:	**4**	**4**

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Government / Economics

Grade Level and School (optional): High School, Mostly 12th Grade - Colleton County High School

Date: 25 June 2014 **Presenter:** **Lori A. Dickes**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	○	○	○	○	○
2. Enough time was spent on issues useful and/or interesting to me. Well, now I want to know more!	○	○	○	○	○
3. Presenter knew the material and was well prepared.	○	○	○	○	○
4. Presenter encouraged questions and kept discussion focused.	○	○	○	○	○
5. Materials/handouts were relevant and useful.	○	○	○	○	○
6. This course gave me an understanding of the content necessary to teach this material .	○	○	○	○	○
7. This course enabled me to link SC subject matter standards to instruction.	○ *	○	○	○	○
8. This course enabled me to integrate STEM elements into my course curriculum.	○	○	○	○	○
9. This course improved my understanding of economic concepts as they relate to energy issues	* ○	○	○	○	○
10. The course introduced me to useful resources and materials.	* ○	○	○	○	○
11. Materials/handouts were relevant and useful	○	○	○	○	○
12. The enLIGHTenSC website is accessible and easy to use.	○	○	○	○	○
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	○	○	○	○	○
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	○	○	○	○	○
15. This course was worth my time and effort to attend.	○	○	○	○	○

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: _____

Grade Level and School (optional): _____

Date: June 25, 2014 **Presenter:** **Lori A. Dickes**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: SCIENCE

Grade Level and School (optional): 6-8 Cainhoy Elem/Middle

Date: 6·25·2014 **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Environmental Science / Phys. Science

Grade Level and School (optional): St. John's HS (9th - 12th)

Date: June 25 2014 **Presenter:** **Lori A. Dickes**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	○	○	○	●
2. Enough time was spent on issues useful and/or interesting to me.	●	○	○	○	●
3. Presenter knew the material and was well prepared.	●	○	○	○	●
4. Presenter encouraged questions and kept discussion focused.	●	○	○	○	●
5. Materials/handouts were relevant and useful.	●	○	○	○	●
6. This course gave me an understanding of the content necessary to teach this material .	●	○	○	●	○
7. This course enabled me to link SC subject matter standards to instruction.	●	○	○	●	○
8. This course enabled me to integrate STEM elements into my course curriculum.	●	○	○	●	○
9. This course improved my understanding of economic concepts as they relate to energy issues	●	○	○	○	○
10. The course introduced me to useful resources and materials.	○	●	○	○	○
11. Materials/handouts were relevant and useful	○	●	○	○	○
12. The enLIGHTenSC website is accessible and easy to use.	○	●	○	○	○
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	○	○	○	○
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	○	○	○	○
15. This course was worth my time and effort to attend.	●	○	○	○	○

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Visual Arts

Grade Level and School (optional):

Date: 6/25/2014 **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Mathematics

Grade Level and School (optional): High School

Date: 6/25/2014 **Presenter:** **Lori A. Dickes**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	O	●	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	O	●	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	O	●	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	O	●	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	O	●	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	O	●	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	O	●	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: ED PP: The Institute on Energy, Economics, and the Environment

Grade Level and School (optional): Grades 10-12 Darlington High

Date: 6/25/14 **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	O	●	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	O	●	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	O	●	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	O	●	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Econ / Am. Govt.

Grade Level and School (optional): 12 - Richland Northeast

Date: 6/25/14 **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Science

Grade Level and School (optional): 8, River Oaks Middle

Date: 6-25-14 **Presenter:** **Lori A. Dickes**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Math, SS, SC

Grade Level and School (optional):

Date: 6-25-14 **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	✓	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	O	✓	O	O	O
3. Presenter knew the material and was well prepared.	✓	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	✓	O	O	O	O
5. Materials/handouts were relevant and useful.	✓	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	✓	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	✓	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	✓	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	O	✓	O	O	O
10. The course introduced me to useful resources and materials.	✓	O	O	O	O
11. Materials/handouts were relevant and useful	✓	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	✓	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	O	✓	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	O	✓	O	O	O
15. This course was worth my time and effort to attend.	O	✓	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: "The Institute on Energy, Economics and the Environment = A STEM Course"

Grade Level and School (optional): Secondary (High)

Date: 6-25-14 **Presenter:** **Lori A. Dickes**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

Subject Taught: Biology

Grade Level and School (optional): High School

Date: June 2014 **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	●	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	●	O	O	O	O
3. Presenter knew the material and was well prepared.	●	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	●	O	O	O	O
5. Materials/handouts were relevant and useful.	●	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	●	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	●	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	●	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	●	O	O	O	O
10. The course introduced me to useful resources and materials.	●	O	O	O	O
11. Materials/handouts were relevant and useful	●	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	●	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	●	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	●	O	O	O	O
15. This course was worth my time and effort to attend.	●	O	O	O	O

PLEASE TURN THE PAGE OVER!

The Institute on Energy and the Environment: A Stem Course
Presented by
South Carolina's Electric Cooperatives enLIGHTenSC Initiative and SCEconomics

*Subject Taught:*_____

Grade Level and School (optional):_____

Date: _____ **Presenter:** Lori A. Dickes

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. This course accomplished its objectives as outlined in the syllabus	O	O	O	O	O
2. Enough time was spent on issues useful and/or interesting to me.	O	O	O	O	O
3. Presenter knew the material and was well prepared.	O	O	O	O	O
4. Presenter encouraged questions and kept discussion focused.	O	O	O	O	O
5. Materials/handouts were relevant and useful.	O	O	O	O	O
6. This course gave me an understanding of the content necessary to teach this material .	O	O	O	O	O
7. This course enabled me to link SC subject matter standards to instruction.	O	O	O	O	O
8. This course enabled me to integrate STEM elements into my course curriculum.	O	O	O	O	O
9. This course improved my understanding of economic concepts as they relate to energy issues	O	O	O	O	O
10. The course introduced me to useful resources and materials.	O	O	O	O	O
11. Materials/handouts were relevant and useful	O	O	O	O	O
12. The enLIGHTenSC website is accessible and easy to use.	O	O	O	O	O
13. The enLIGHTenSC website has lesson plans and information that I will use in my classroom.	O	O	O	O	O
14. The enLIGHTenSC website is a tool I would recommend to other teachers.	O	O	O	O	O
15. This course was worth my time and effort to attend.	O	O	O	O	O

PLEASE TURN THE PAGE OVER!

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: _____

_____

_____

2. One thing I would have changed about this course was: _____

_____

_____

3. Please identify strengths of the EnLIGHTenSC website:

_____

_____

_____

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

_____

_____

_____

5. Other Comments or Suggestions:

_____

_____

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: information - So much to consider - I enjoyed writing the case study

2. One thing I would have changed about this course was: I liked ~~any~~ everything - I am open to ~~most~~ most class formats

3. Please identify strengths of the EnLIGHTenSC website:

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

5. Other Comments or Suggestions:

Another course like this would be great - maybe content specific - Hydroelectric, Enviro, Econ, Natural Gas, Enviro, Econ,

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: Classroom discussion. A variety of viewpoints ~~was~~ and opinions were discussed. Facilitated learning

2. One thing I would have changed about this course was: Closer to home. Greenville

3. Please identify strengths of the EnLIGHTenSC website:
Information, ease of use

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

Don't know at this time

5. Other Comments or Suggestions:

Schedule course so it doesn't conflict w/ inservice of local districts.

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: I am walking away with a lot of new information to think about.

2. One thing I would have changed about this course was:

3. Please identify strengths of the EnLIGHTenSC website:

A lot of valuable info.

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

—

5. Other Comments or Suggestions:

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: Field Trips and Class Discussions

2. One thing I would have changed about this course was: meeting times - days should be back to back

3. Please identify strengths of the EnLIGHTenSC website:

lesson plans

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

5. Other Comments or Suggestions:

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

I heard about this course from my principal through e-mail

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: the field trips.

2. One thing I would have changed about this course was: for teachers that have taught econ, the basic ec. concepts were a bit boreing.

3. Please identify strengths of the EnLIGHTenSC website:

easy to locate lesson plans.

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

No

5. Other Comments or Suggestions:

Great Course!

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: The presenters and Class discussions

2. One thing I would have changed about this course was: N/A

3. Please identify strengths of the EnLIGHTenSC website:

It was easy to follow and had alot of use ful information

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

NO

5. Other Comments or Suggestions:

I truly enjoyed the Course!!

THANK YOU FOR TAKIING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: Discussion; field trips

2. One thing I would have changed about this course was: More definite schedule of field trip week ahead of [illegible]

3. Please identify strengths of the EnLIGHTenSC website:

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

5. Other Comments or Suggestions:

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: the economics component

2. One thing I would have changed about this course was: Put all the days together or put class in a more central location

3. Please identify strengths of the EnLIGHTenSC website:

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

5. Other Comments or Suggestions:

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: learning about new resources to use in the classroom

2. One thing I would have changed about this course was: condensed classtime to one week ~~leave~~ field trips or additional days

3. Please identify strengths of the EnLIGHTenSC website:

good resources

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

NA

5. Other Comments or Suggestions:

Great job - interesting topics

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: _____

_____

_____

2. One thing I would have changed about this course was: _____

_____

_____

3. Please identify strengths of the EnLIGHTenSC website:

_____

_____

_____

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

_____

_____

_____

5. Other Comments or Suggestions:

_____

_____

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: The Dr; Loved the speakers. The field trips were great

2. One thing I would have changed about this course was: Drop box sooner?

3. Please identify strengths of the EnLIGHTenSC website: Adding teacher lessons, feedback

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

Any well written teacher lessons - Any resources put out that connect to subject

5. Other Comments or Suggestions:

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

WE NEED YOUR OPINIONS!

1. What I liked the best about this course was: I can't pull out one thing. It was all interesting and relevant

2. One thing I would have changed about this course was: I wanted a letter grade!! Preferably an A!!

3. Please identify strengths of the EnLIGHTenSC website: Easy to navigate, has lots of resources for teachers!

4. Are there specific topics or lesson plans you would like included on the EnLIGHTenSC website?

Can't say yet!

5. Other Comments or Suggestions:

PLEASE offer a follow-up class! I would like to take another class like this. Thank you!!!

THANK YOU FOR TAKING THIS COURSE. WE APPRECIATE YOUR FEEDBACK!
DRIVE SAFELY ON THE WAY HOME.

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Science PLUS Institute

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$503,406**

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

Mija Hood, Consultant
Amy St. John, Coordinator

Mailing Address:

402 Roper Mountain Road
Greenville, SC 29615

Telephone Number:

864-355-8916

E-mail:

mhood@greenville.k12.sc.us
astjohn@greenville.k12.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:

SECTION 59-18-300. Adoption of educational standards in core academic areas

SECTION 59-6-10. Appointment of committee.

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

2014-2015 General Appropriations Act: Proviso 1A.9 (SDE-EIA: XII.F.2-Disbursements/Other Entities)

2014-2015 General Appropriations Act: Proviso 1A.39. (SDE-EIA: Partnerships/Other Agencies and Entities)

2014-2015 General Appropriations Act: Proviso 117.22 (GP: Organizations Receiving State Appropriations Report)

Regulation(s): n/a

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

_X__ Yes

____ 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 long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 1 through 12.

To achieve this long term mission, each year the Institute:

1. Helps the state close the achievement gap by a) placing 100% of applicants from Palmetto Priority Schools and b) selecting 45% or more of total participants from Title I schools.
2. Ensures this program serves the entire state with selection from all districts with applicants.
3. Supplies teachers with science equipment and classroom materials necessary to duplicate in their classrooms, lessons learned at the Institute.
4. Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.
5. Offers grade-specific classes aligned with the S.C. Science Academic Standards and while incorporating S.T.E.M. and project based learning curriculum throughout courses.
6. Emphasize the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

Annual objectives for the program include:

1. Manage EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 30% being used for personnel costs.
2. Provide challenging inquiry based activities and practical ideas for teachers to use in their classrooms while incorporating cross curricula concepts.
3. Develop a network for teachers statewide while encouraging staff development opportunities within districts and schools.
4. Renew teachers' enthusiasm and builds confidence in teaching science while using technology.

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?

The Science P.L.U.S. Institute achieved the goals through the following program activities in the prior fiscal year 2013-2014:

1. Conducted **19 grade-specific** and **SC science standard-based** professional development courses for teachers in grades 1-12.

   Courses included: Science Activities Grades 1 & 2 (2 sessions); Earth Science for grades 3, 5 and 8; Physical Science for grades 3, 4, 5, 6, and 8; Life Science for grades 3, 4, 6 and 7 (2 sessions of Life 6); Astronomy for grades 4 and 8; Human Body systems for grade 7; ASM Teacher Foundation Camp for grades 6-12.
2. Professional development was provided by ITEEA (International Technology and Engineering Educators Association) to the Institute instructors focusing on project based learning teaching methods. The professional development provided grade specific S.T.E.M. lessons for the instructors to implement in their courses this upcoming summer.
3. Selected **97** teachers from Title I schools.
4. Selected all applicants from **Palmetto Priority Schools**, 6 participants in total.
5. Selected teachers from schools considering the number of prior participants from that school and gave priority to schools that have never before been represented.
6. Gave priority placement to teachers who have previously applied, but not attended. If an opening occurred and there were no primary (first-time) applicants, secondary applicants were considered.
7. Placed teachers from the same school into different classes to maximize the benefit to the schools and districts.
8. Summer 2014 distributed over **$248,000** worth of science materials to participating teachers.
9. The grade-specific courses were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the equipment and materials necessary to duplicate those activities.
10. The inquiry-based courses with 16 teachers per class, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a confident background in the subject. These elements built confidence and enthusiasm for teaching a difficult subject.

11. Instructors developed S.C. Science Academic Standards based courses with cross-curricular connections.
12. All classes offer a balance of lecture, technology, hands-on activities, and teacher-created displays.
13. Recruited teacher participants for the Science P.L.U.S. Institute by:
    a) Mailed posters and brochures to all SC public elementary, middle and high schools
    b) Made the application and registration information available on-line through the Roper Mountain Science Center website
    c) Mailed all prior year's participants and applicant's brochures and encouraged them to pass on the information to other teachers
    d) Detailed course descriptions were accessible online for applicants to view
14. Hosting the ASM Foundation teacher camp has strengthened our partnership with Clemson and has reached high school science teachers this summer.
15. Established Edmodo groups for teachers to assist in collaboration with teacher participants after the institute. Teachers share lessons and provide feedback on lessons they learned during the institute throughout the year

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>>> Changes in processes or activities planned for 2014-2015 are:

1. The Science P.L.U.S. Institute will continue to provide activities and science materials while introducing and aligning the new South Carolina Academic Standards and Performance Indicators for Science.
2. Continued collaboration with ASM Foundation, Tigers Teach (Clemson University) to provide additional Teachers Materials Camp for middle school and high school science teachers. The tentative locations for the teachers' camps are Clemson University and a location in the lower part of the state, which had yet to be determined at the time of the report.
3. Offer 15 grade-specific and SC science standard-based professional development courses for 300-320 teacher participants in grades 1-12. The number of participants per class would change from 16 to 20 per class. Courses included: Science Activities for grades 1 &2; Physical Science for grade 3; Physical Science for grade 4; Weather for grade 4; Space Science for grade 4; Earth Science for grade 5; Life Science for grade 5, Life Science for grade 6, Weather for grade 6, Life Science for grade 7; Human Body Systems for grade 7; Space Science for grade 8; Physical Science grade 8; and Earth Science for grade 8.
4. The administrative staff will include; 1 full time coordinator and 1 part-time hourly clerical assistant. The previous coordinator will act as a consultant to the program during the transition time of the incoming coordinator.
5. Continued professional development will be provided by ITEEA (International Technology and Engineering Educators Association) to the Institute instructors focusing on project based learning teaching methods. The professional development will be ongoing from the previous year.

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?

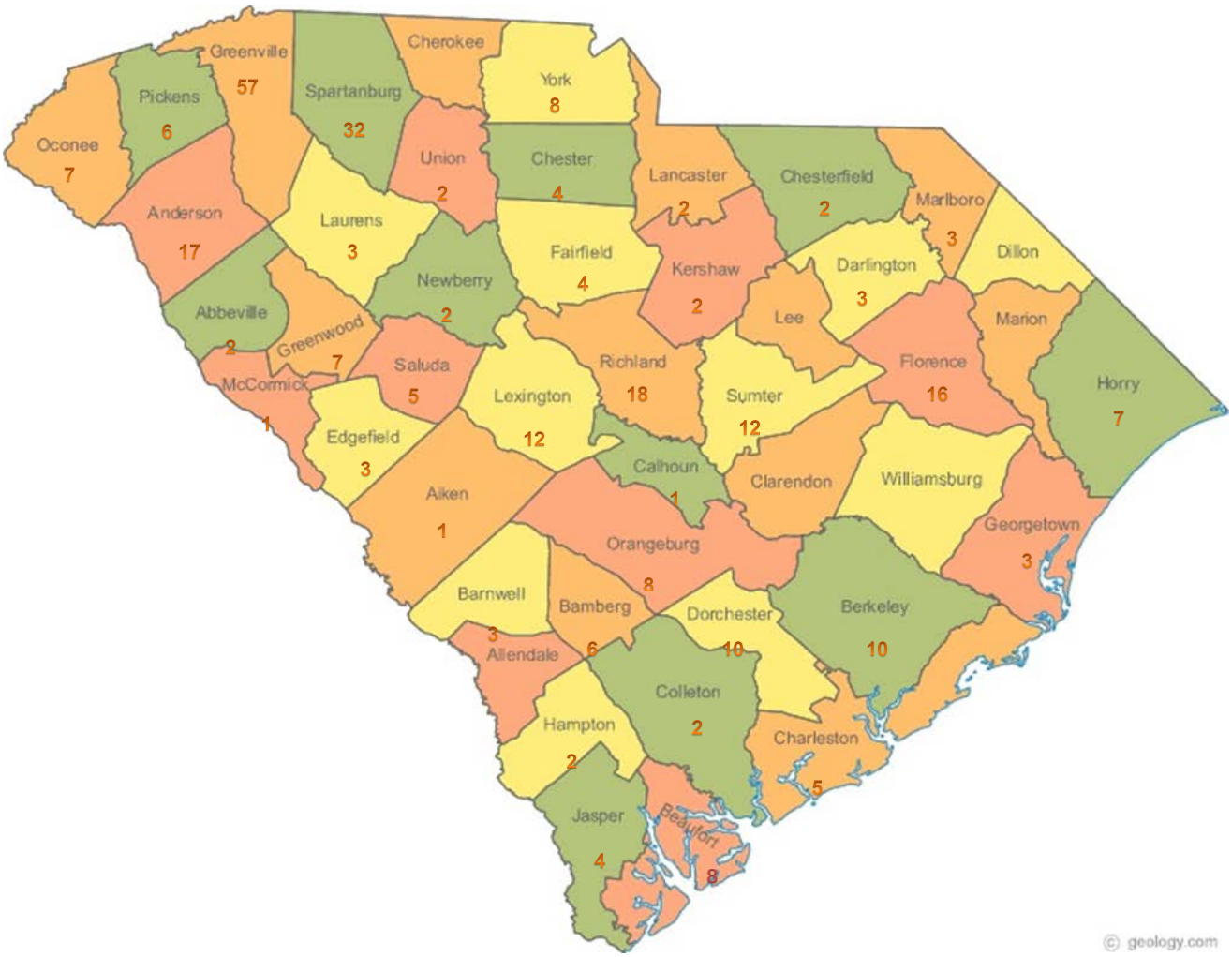
Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

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

The direct products and outputs delivered by the 2014 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

- 312 participants in 19 classes encompassing grades 1-12
- 19 different courses built around South Carolina Science Academic Standards
- 223 South Carolina Schools represented, 49 of them for the first time
- 97 Title I School teachers participated- 31% of total participants
- 63 of 82 school districts represented (counting charter schools & special schools each as 1 district)
- 6 participants from Palmetto Priority Schools:(Holly Hill Roberts Middle School, Ridgeland Elementary, Denmark-Olar Middle School, Ridgeland Elementary, Hunter-Kinard-Tyler Middle)
- 195 participants came in 2014 for the first time--63% of this year's participants
- 46 participants took the course for graduate credit through Furman University
- Alternates replaced 131 of the teachers selected (42% decline rate)
- Participants' teaching experience ranged from 1-40 years (11 years average)
- Lodging Provided for 165 Out-of-Town Teachers (53%)
- 36 instructional positions; 2 filled by ASM Foundation educators
- 9,360 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants
- Since 1993, $2,358,000 worth of science materials have been distributed to South Carolina public school teachers across the state. Each Teacher Participant Received Items Valued at Over $500.
- 1051 South Carolina schools have participated at least once since 1993
- 1 Administrative year-round staff, 1 hourly clerical staff, 4 summer general assistants

District Representation for 2014 Science P.L.U.S. Institute



Note: The table below includes the attendance per school district for those counties with multiple districts.

ANDERSON 1	8	FLORENCE 5	1	RICHLAND 1	11
ANDERSON 2	2	GREENWOOD 50	6	RICHLAND 2	7
ANDERSON 4	1	GREENWOOD 52	1	SPARTANBURG 1	4
ANDERSON 5	6	HAMPTON 1	2	SPARTANBURG 2	2
BAMBERG 1	4	LAURENS 55	3	SPARTANBURG 3	2
BAMBERG 2	2	LEXINGTON 1	5	SPARTANBURG 5	9
BARNWELL 19	3	LEXINGTON 3	2	SPARTANBURG 6	5
CHARLESTON	5	LEXINGTON 4	1	SPARTANBURG 7	10
CHARTER SCHOOLS	7	LEXINGTON 5	4	YORK 1	2
DORCHESTER 2	6	MARION	3	YORK 2	1
DORCHESTER 4	4	ORANGEBURG 3	4	YORK 3	1
FLORENCE 1	12	ORANGEBURG 4	2	YORK 4	4
FLORENCE 3	3	ORANGEBURG 5	2	SPECIAL	2

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.

The PASS Science test scores for 2013 and 2014 were collected and compared for schools with 2013 PLUS participants. The number of schools with an increase in total percentage passing was **23 out of 87***. (*Note: Some data was unavailable for comparison between 2012 and 2013; some schools were closed and some were new.)

- 3 out of 87 showed an increase in PASS Scores of greater than 10%
- 20 out of 87 showed an increase in PASS scores between 0-10%
- 64 out of 87 did not show an increase in PASS scores.

The data from previous years were also compared, continuing to show a positive trend in PASS scores. The PASS Science test scores for 2010 and 2014 were compared for schools with 2010 PLUS participants. The overall change was positive with **61 out of 104** scores increasing in total percentage passing (note: several schools had more than one grade level represented).

- 24 out of 104 showed an increase in PASS scores of greater than 10%
- 37out of 104 showed an increase in PASS scores between 0-10%
- 43 out of 104 did not show an increase in PASS scores.

(PASS Portal. (2014, August 14-18, 2014). Retrieved from http://www.ed.sc.gov/data/pass/2014/)

In reviewing the 2014 PASS scores and science standards, the areas of low student performance were identified and will be incorporated in the Institute's curriculum. PASS scores will continue to be used as an indicator for the Institute to evaluate science classroom performance of those schools that have had teachers attend.

In addition to the PASS Science scores as an evaluative tool, the teachers were given a questionnaire at the end of the Institute which focused on several different aspects of the Institute. See attached graph for quantitative data.

How effective were your instructors?

Corinne Page-Berkeley-Superb! Interesting, efficient, good explanations.

Krista Maurer-Greenville-AWESOME! Engaging, funny, easy to understand. Great modeling of teaching. INCREDIBLE teachers who were excellent role-models.

Sarah Mitchell -SCPCSD-The Instructor did a great job choosing activities and materials that were relevant to both the grade level and the standards

Angela Dunn-Anderson 5-Absolutely enjoyed the class. The instructors were experts in their field. Kept my attention.

Jennifer Jackson-Greenville-5 stars *****

Michelle Conley-Pickens-Liked the balance of knowledge, application, and time to make and create for our classroom.

Edith Bryan-Greenwood 52-By far the BEST instructors EVER!

Lyra Susan Timmerman-Greenwood 50-Absolutely phenomenal partnership, total immersion into engaging us all. Generous with their expertise and their own activities/knowledge/experience!

Meggie Nelson-Greenville-Each day (the instructor) left me wanting more!

Chris Trimmer-Jordan-Chester -The instructors have the passion and competency for science that is inspiring.

Kayla Short-Spartanburg District 6-They were amazing.

Christy Lawson-Newberry-Very practical and definitely teacher friendly.

Pamela Scurry-Florence 1-Caught our attention at the beginning and maintained our interest.

Beverly Folk-Orangeburg 3-The instructor was excellent, effective, and prepared.

Shelia Wright-SCPCSD-The instructors were absolutely amazing!

What difference will the materials make in your classroom?

Janet Mcrackin-Berkeley-Astronomy has gone from a dry, abstract subject to a fun relevant one.

Pompey Hammontree-Greenville-I was walked through the activities and given the materials needed. I would be less likely to do the activities if not given materials and able to practice the activity, so this format is excellent.

Denise Cothran-Anderson 1-The materials will help bring science alive for my students.

Tisha Cullison-Spartanburg 5-My students will LOVE what we do this year in science.

Angela Dunn-Anderson 5-I will be able to use these things every year & do some activities I wouldn't have otherwise. I. AM. THRILLED!

Lee Hicks-Richland 1-The materials and ideas are going to make an awesome difference in my class. I can't wait!!

Nicole Lunghi-Mesropian-Greenville-This WILL make a BIG difference in my room since I had nothing for science.

Susan Oliver-Florence 1-Now it's easy to know what I need for an activity. Also, when working with a limited budget or no budget many of the materials were just on a wish list.

Kendra Lingard-Barnwell 19-I feel comfortable using (the materials) after using them with my instructors.

Kim Trucksis-York 4-I will use these materials this year and every year following. Some of these I'll be able to share and use all throughout the year.

Michelle Conley-Pickens-I thought I had a pretty good life science unit with my flipcharts and object lessons. Now I'll have an EXCELLENT unit that allows the kids hands-on opportunities in small groups. Thank you!!

Chasity Brazell-Fairfield-Immeasurable. My title 1 school students have little to no exposure outside of our community. These hands-on materials allow them to explore the world in our classroom.

Danielle Burnside-Newberry-These activities and materials could move mountains in my class. I've never had access to them to even borrow, now I can keep them out all year. This will make the real world connection come to life!

Edith Bryan-Greenwood 52-These materials will "breath" life into my classroom!

Keshia Clay-Kershaw-Having the materials I'm able to have real examples of what I'm teaching.

Lisa Curry-Oconee-My students will not only get the knowledge I received but also the opportunity to be scientists.

Lisa Silver-Spartanburg 3-Now I have the materials needed to specifically teach the more complex concepts.

Lori Collins-Charleston-I did SO much more hands-on learning last year after coming to PLUS. My kids were excited and parents noticed!

Meggie Nelson-Greenville-These materials will allow me to bring science to life before my student's eyes!

Julie Millar-York 3-I will use the materials to help students develop concrete understanding of concepts, not just bombard them with content reading materials.

Michelle Richardson-Anderson 2-Considering I did not have any science materials this past year, my classroom will be blessed with everything that is necessary for me to teach this year's science standards.

How relevant were the activities and subject matter to the SC Science Academic Standards for your grade?

Maurice Cobb-Georgetown-I feel more prepared to teach students SC Science Standards I feel like I'm capable of making lessons more interesting too.

Debra Koger-Florence 3-This class answered many of my questions about the standards and showed me how to effectively address the tasks.

Lyra Susan Timmerman-Greenwood 50-Dead-on every activity! Standards discussed and identified each step of the way!

Kristin Cox-Chesterfield-Every activity was both relevant to the standards and engaging!

Meggie Nelson-Greenville-EVERYTHING we did in this class was relevant to what I will do in my classroom.

Melissa Justice-Union -I have a much better understanding of the standards now!

Allison Roberts-Greenville-The lessons were all relevant, high-interest, and BIG IMPACT for addressing SC standards.

Cindy Watson-Greenville-I like that every activity we did was followed by the WHY we did it as it applied to the standards.

Delia Parker-York 1-Because of this opportunity, I feel more prepared to teach the standards.

Christin Edge-Spartanburg 1-Out of all collegiate course I have taken, none have prepared and inspired me to 8th grade science like this has!

Heather Crapps-Spartanburg 7-Loved how ALL activities lined up with standards and gave us ways to make them fun and meaningful.

Question 7: Program Evaluations

Has an independent evaluation of the program every 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?

June 27, 2014; July 11, 2014; July 18, 2014; July 25, 2014

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

__X_Yes

____ No

If no, why not?

As a result of PLUS are you more confident in your ability to teach science?

Susan Ramsey-Greenville-Seeing and doing (the hands-on activities) for a week has made me realize it is doable in the classroom.

Denise Cothran-Anderson 1-New energy for teaching came as a result of the collaboration with our instructors and classmates.

Sarah Mitchell-SCPCSD-Before this class I was not thrilled about teaching science next year. Now I can't wait to go share these awesome activities and ideas with the kids.

Whitney AmanGreenville-I went home every day after class & did the activities w/ my family and had a blast!

Josh White-Lexington 1-I really feel more prepared with all of the ideas, activities, and resources that were shared.

Joanna Mullins-Greenville-I am finally EXCITED to teach science.

Kim Trucksis-York 4-I feel more confident to use live animals for investigations. Instead of just discussing what they "would do" the kids can see for themselves.

Lisa Young-Florence 1-I am especially more confident in planning activities knowing I have the materials to do them.

Michelle Conley-Pickens-Enthusiastic teachers engage reluctant learners!!

Chasity Brazell-Fairfield-This class built me up more than I expected.

Claire Sample-Saluda-I can't imagine anything being more beneficial to a first year teacher than this class. I was extremely nervous to start my career in sixth grade and now I can't wait and feel so confident.

Debra Koger-Florence 3-These activities taught me how to teach my students.

Lyra Susan Timmerman-Greenwood 50-I've slept better this week than I have since finding out about moving to 6th grade back in April. There ARE JUST NO WORDS to answer the depth of the impact on me as a teacher.

Lori Collins-Charleston-I feel more empowered to teach "harder" concepts.

Meggie Nelson-Greenville-I'm already planning my Science Night for the parents! I can't wait to share all that I've learned.

Angela McGuire-Florence 3-I'm no longer a novice.

Did this class increase your content knowledge?

Shannon Gilman-Horry-I learned something new each day.

Shirley McKinney-Oconee-I love Space Science but needed activities that would excite the students and that is exactly what I got.

Stephanie Wofford-Spartanburg District 6-The class definitely helped me learn better ways to teach standards using a hands-on, inquiry method.

Morgan Mason-Greenville-This class helped me better understand the explanations behind the science

Nikki Thompson-Spartanburg 1-I felt this was my strongest area before, but I learned many things that clarified my understanding.

Angela Dunn-Anderson 5-Absolutely! Great short cuts & Practical tips.

Josh White-Lexington 1-Definitely - HUGE difference between pre-test & post-test.

Michelle Conley-Pickens- I loved hearing how other teachers make difficult concepts "stick" for their kids.

Keshia Clay-Kershaw -I'm able to dig deeper into the content, beyond the surface so I can confidently answer questions from students.

Samantha Warren-York 4-It gave me such a better understanding of the basics.

Blanche Bruce-Lancaster-I learned more this week than I have at ALL other PD - combined.

Will you share the activities, lessons and materials you received with other teachers?

Shannon Gilman-Horry-These are lessons that should be shared with as many people as possible.

Felicia Kinard -Barnwell 19-Of course I'll share because that's what it's all about… Sharing and growing.

Whitney Aman-Greenville-Now, I have activities to share that are fun, easy, and not intimidating!

Nikki Thompson-Spartanburg 1-I am excited about the opportunity to influence students in other classes.

Lori Collins-Charleston- Most definitely. I had several other 3rd grade teachers doing the Earth Science activities I learned last year.

Blanche Bruce-Lancaster-I also plan to write a grant to get more materials for my school.

As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?

Jessica Lewis-Bamberg 1-So many awesome new things to do and try!

Stephanie Wofford-Spartanburg District 6-This is the perfect PD to help teachers understand how to plan & facilitate an inquire-based science classroom with all of the new standard components required.

Morgan Mason-Greenville-I will take the inquiry approach discussed this week and apply it to other units as well.

January Adams-Greenville-This class has exposed me to new ways to be a more effective teacher.

Maurice Cobb-Georgetown-I will develop strategies that will help me and my students become investigators of science.

Joanna Mullins-Greenville-My goal this year is to make my kids as excited about learning science as I am to teach it.

Connie Davis-Oconee-I feel energized and ready to conquer the 6th grade standards with enthusiasm.

Lindsay Johnson-Richland 1-Confidence + Knowledge = Willingness to change to help our students.

Renee Smith-Lexington 5-I will be redoing things so my lessons run more smoothly to incorporate new labs and ideas.

Meggie Nelson-Greenville-This class helped me learn how to teach science. (steps, procedures, demos, etc.)

Samantha Warren-York 4-I will design my science units more as a guided exploratory approach.

Chris Trimmer-Jordan-Chester -I feel that attending Science PLUS has given me more strategies to engage students and foster a love of learning through science.

Heather Ebert-Greenville-This unit was probably my "weakest" so I'm excited to tackle this unit this year!

Tammy Hudson-Marion-I especially enjoyed collaboration, networking with others- learned new strategies both from instructors and teachers in class.

Will you recommend this program to your peers?

Morgan Mason-Greenville-I loved the experience and know others will as well.

Debra Horton-Berkeley-Science PLUS is a science teacher heaven!

Nicole Gilbert-Spartanburg 5-It is, hands-down, the best content professional development I've attended.

Nika Jemec-Greenville-PLUS is the best spent time in a workshop during the summer.

Meggie Nelson-Greenville-This is the BEST class that I have been to since I began teaching 12 years ago. I will walk away with so much content and pedagogy knowledge!

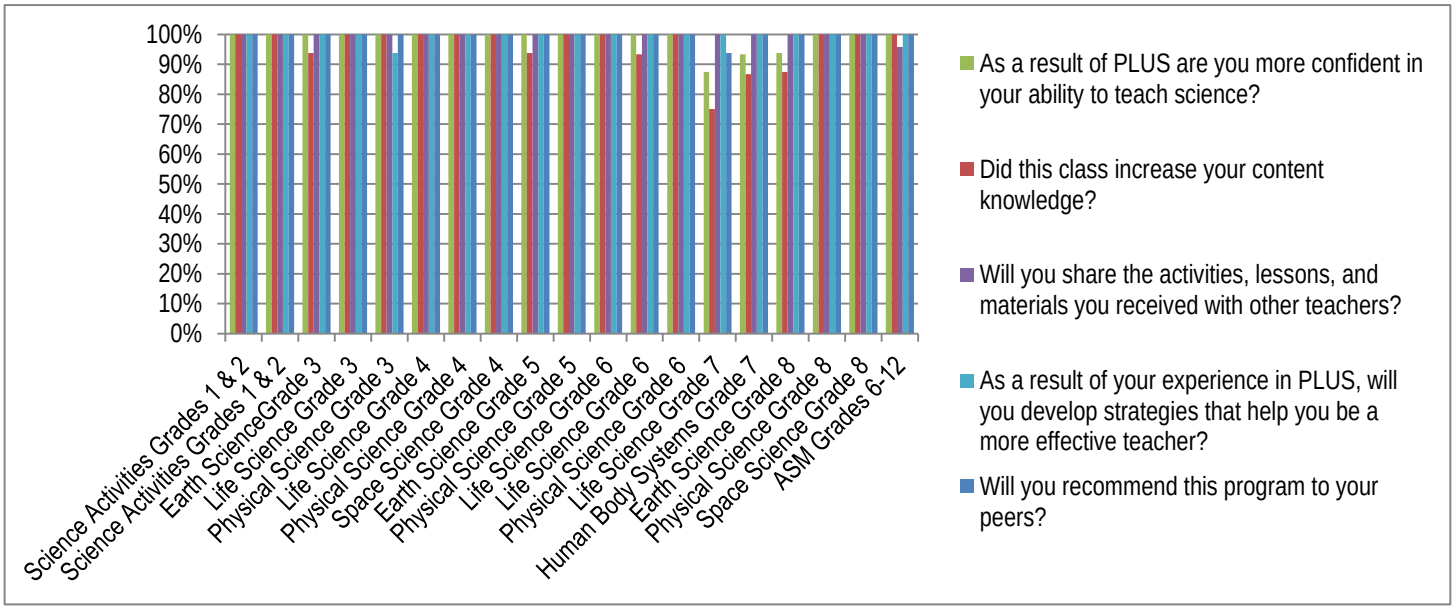
Barbara Hale-Sumter-Wonderful programs. I would recommend them to every science teacher in South Carolina!

Julie Millar-York 3-LOVED my week and connecting with other teachers from the state.

Susan Gurley-Anderson 1-I loved every day!!

2014 End of Course Evaluation Results

Class	As a result of PLUS are you more confident in your ability to teach science?	Did this class increase your content knowledge?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Science Activities Grades 1 & 2	100%	100%	100%	100%	100%
Science Activities Grades 1 & 2	100%	100%	100%	100%	100%
Earth Science Grade 3	100%	94%	100%	100%	100%
Life Science Grade 3	100%	100%	100%	100%	100%
Physical Science Grade 3	100%	100%	100%	94%	100%
Life Science Grade 4	100%	100%	100%	100%	100%
Physical Science Grade 4	100%	100%	100%	100%	100%
Space Science Grade 4	100%	100%	100%	100%	100%
Earth Science Grade 5	100%	94%	100%	100%	100%
Physical Science Grade 5	100%	100%	100%	100%	100%
Life Science Grade 6	100%	100%	100%	100%	100%
Life Science Grade 6	100%	93%	100%	100%	100%
Physical Science Grade 6	100%	100%	100%	100%	100%
Life Science Grade 7	88%	75%	100%	100%	94%
Human Body Systems Grade 7	93%	87%	100%	100%	100%
Earth Science Grade 8	94%	88%	100%	100%	100%
Physical Science Grade 8	100%	100%	100%	100%	100%
Space Science Grade 8	100%	100%	100%	100%	100%
ASM Grades 6-12	100%	100%	96%	100%	100%



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?

The Institute's projected budget includes a 10% hold of funds to allow for possible EIA reductions. Should there be no mid-year cuts; funds will be applied towards purchasing science equipment and materials for participants' classrooms

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?

The main objectives of this program would remain the same:
The Science P.L.U.S. Institute at RMSC will improve student academic achievement by providing professional development opportunities for SC public school educators who teach science in grades 1 through 12. The emphasis for the courses offered over the summer would be the new South Carolina science standards.

If no additional EIA revenues are appropriated in FY 2015-2016, these measures will be taken to meet the projected budget:

1. Science P.L.U.S. would consider reducing the number of courses offered to teachers, limiting the impact on students, schools, and districts.
2. Teacher attendance would be adjusted depending upon grant appropriation.
3. Housing for out of town teachers could be adjusted according to reduction amounts, which could affect the attendance of the teachers who drive over an hour from the Center. (Housing goal has been 50% of all participants in past years.)
4. Materials given to the teachers would be further limited. The materials by far are the most valuable resources for teachers, not only do the materials impact the participating teacher's classroom, but impact the school and district through staff development and collaborative planning.

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	503,406	503,406
General Fund		
Lottery		
Fees		
Other Sources	1,000	1,000
EIA Reduction		
Carry Forward from Prior Year	46,972.85	93,861.52
TOTAL:	**550,378.85**	**597,267.52**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	82,722.07*	211,252.43**
Contractual Services	45,314.70	75,721.44**
Supplies & Materials	240,601.96	394,718.03**
Fixed Charges		
Travel	728.82	500
Equipment	1,225.40	1000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	179,785.90	0
TOTAL:	**550,378.85**	**683,191.90**
# FTES:	**1**	**1**

*includes personnel cost from FY 13
**includes personnel cost, contractual services and supplies from FY 14

ASM MATERIALS Camp®-Teachers

Materials Science and Technology

Overview of Curriculum

Background
The program is based on past experiences in the areas of curriculum development, teacher training and student programs in Materials Science developed at the University of Washington and Edmonds Community College and supported by the National Science Foundations Advanced Technology Education program. These programs have demonstrated that Materials Science is an excellent tool to bring together academic and vocational instructors in a common goal of exciting students about science, technology and engineering.

Philosophy
Materials Science excites students' interest because the student has everyday, hands-on experience with materials. Thus, materials topics are great motivators in any engineering, technology or science course. Materials are also a very important and an integral part of the manufacturing process.

Curriculum
During this one-week workshop, teacher participants will learn the basics of Materials Science Technology as taught at the high school level. They will work hands-on with metals, ceramics, polymers and composites, and will develop a greater appreciation for the importance of these materials to modern life. The teachers will see how this heavily project-based course excites students to learn science concepts as they complete projects of personal worth to them. Whether teachers use the information and concepts as a basis for teaching their own MST course or merely infuse the concepts into an existing science course to increase relevancy, they will finish the week prepared to make some important instructional changes as a result of their participation.

SOLIDS

Topics
- Importance of materials
- Four categories of solids
- Simple chemistry made easy
- Chemical bonding
- Periodic Table of Elements – it can be useful and fun to learn
- Oxidation-reduction

Experiments/Labs

- Identification of Materials
- Formation of Crystals
- Destructive Testing
- Activity Series of Metals
- Oxidation/Reduction of Copper

METALS

Topics

- History of metals and use
- Properties of metals
- Mechanical properties
- Effects of heat treating
- Types of alloys; alloying techniques
- Phase diagrams
- Testing metals
- Manufacturing processes

Experiments/Labs

- Rolling a Coin
- Drawing a Wire
- Alloying Copper and Zinc
- Actual Cost of a Penny
- Making a Light Bulb
- Making Tin-Lead Solder
- Annealing Copper
- Powder Metallurgy
- Lost Wax Casting

Project

- Making sterling silver jewelry via lost wax casting techniques

CERAMICS/GLASS

Topics

- Ceramics are crystalline solids
- Ionic and covalent bonds
- Glass properties are different: amorphous structure
- Manufacturing processes

Experiments/Labs

- Forming, Firing, and Glazing Clay
- Thermal Shock
- Glass Bending and Blowing
- Glass Batching and Melting
- Dragon Dribble/Dragon Tears
- Coloring Glass
- Ceramic Slip Casting

Project

- Making Raku
- Melt and pour liquid glass

POLYMERS

Topics

- Classification of polymers
- Altering chemically or with additives
- Recycling concerns
- Chemical changes through cross-linking
- Synthetic polymers & chemistry involved
- Historical developments
- Manufacturing processes

Experiments/Labs

- Cross-Linking a Polymer
- Polymer Identification
- Making Nylon 6-10
- Latex Rubber Ball
- Memory in Polymers
- Epoxy Resin Cast
- Polymer Foam Creations

Project

- Slime

COMPOSITES

Topics

- Types of composites and categories
- Strength-to-weight ratios
- Strength measuring, testing, altering
- Wood and concrete: traditional composites
- Fiber reinforced composites
- Graphite and Kevlar fibers

Experiments/Labs

- Stressed-Skin Composites
- Compression and Tension in a Bending Beam
- Using Portland Cement to Make & Test Concrete
- Hand Lay-Up of a Glass Fiber Reinforced Polymer
- Plaster of Paris Matrix Composite
- Laminated Wood Beams

2014 Science P.L.U.S. Institute Evaluation

Class Title _____Name (optional): _____

PLEASE USE BLACK OR BLUE INK. Use the back of the sheet for additional remarks.

Item	Comments or Suggestions for Improvement
Instructor effectiveness	
Relevance of activities and subject matter to the SC Science Academic Standards for your grade	
What difference will the materials make in your classroom?	
How did you hear about Science P.L.U.S.?	

1. **Did this class increase your content knowledge** in the area studied?

2. As a result of this week's studies are **you more confident** in your ability to teach science?

3. **Will you share** the activities, lessons, and materials you received at Science P.L.U.S. with other teachers in your school?

4. As a result of your experiences this week, **will you develop strategies** that help you be a more effective teacher?

5. **Will you recommend** this program to your peers?

IMPACT OF THE ***SCIENCE P.L.U.S. INSTITUTE*** *SINCE 1993*

1																												
2						ASSUMING EACH TEACHER HAS CONTACT WITH 30 STUDENTS PER YEAR																						
3	Hours per Course	YEAR	Teacher Contact hrs.	# TEACHERS	$ Amount to Teachers	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	School Year 2009-2010	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014	School Year 2014-2015	TOTAL STUDENTS
4	45	**1993**	6,705	149	$74,500	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	98,340
5	45	**1994**	8,055	179	$89,500		5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	112,770
6	45	**1995**	8,100	180	$90,000			5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	108,000
7	45	**1996**	8,280	184	$92,000				5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	104,880
8	45	**1997**	5,805	129	$64,500					3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	69,660
9	30	**1998**	9,000	300	$150,000						9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	153,000
10	30	**1999**	8,400	280	$140,000							8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	134,400
11	30	**2000**	9,000	300	$150,000								9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	135,000
12	30	**2001**	8,400	280	$140,000									8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	117,600
13	30	**2002**	7,560	252	$126,000										7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	98,280
14	30	**2003**	5,880	196	$98,000											5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	70,560
15	30	**2004**	7,110	237	$118,500												7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	78,210
16	30	**2005**	7,770	259	$129,500													7,770	7,770	7,770	7,770	7,770	7,770	7,770	7,770	7,770	7,770	77,700
17	30	**2006**	6,210	207	$103,500														6,210	6,210	6,210	6,210	6,210	6,210	6,210	6,210	6,210	55,890
18	30	**2007**	6,240	208	$104,000															6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	49,920
19	30	**2008**	6,240	208	$104,000																6,240	6,240	6,240	6,240	6,240	6,240	6,240	43,680
20	30	**2009**	4,950	165	$82,500																	4,950	4,950	4,950	4,950	4,950	4,950	29,700
21	30	**2010**	3,300	110	$88,000																		8,470	8,470	8,470	8,470	8,470	42,350
22	30	**2011**	2,850	95	$76,000																			7,315	7,315	7,315	7,315	29,260
23	30	**2012**	3,330	111	$55,500																				8,547	8,547	8,547	25,641
23	30	**2013**	2,880	96	$48,000																					7,392	7,392	14,784
24	30	**2014**	9,360	312	$234,000																						24,024	24,024
24		**TOTAL**	**145,425**	**4437**	**$2,358,000**																							1,673,649

2

THE ACTUAL FIGURES ARE *DECREASED* BY:

***Teachers who teach smaller classes**

***Teachers who no longer teach science**

THEY ARE *INCREASED* BY:

***Teachers who teach science to multiple classes, such as middle school teachers or elementary science lab teachers**

2010-2012 student contacts increased due to number of Science PLUS middle school courses

Science P.L.U.S. Institute Summary, 1993-2014

Line	Item	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002[a]	2003[a]	2004[a]	2005[b]	2006	2007	2008	2009[a]	2010[a]	2011	2012	2013	**2014**
1	**EIA Grant Amount**	$200,000	$200,000	$200,000	$200,000	$200,000	$250,000	$250,000	$250,000	$250,000	$225,000	$238,653	$238,653	$280,811	$250,000	$250,000	$250,000	$216,457	$175,000	$175,000	$150,000	$150,000	**$503,406**
2	**Other Funding**	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	$1025[c]	$1025[c]	$1,000	$1,000	**$1,000**
3	**# of Year-Round Staff (FT/PT)**	0	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 Temp	1 FT, 1 Temp	1 FT, 1 Temp	**1 FT, 1 Temp**
4	**# Unpaid Instructional Staff Positions**	5	24	24	28	8	7	6	10	10	12	8	12	5	6	3	3	4	4	4	3	0	**0**
5	**# Paid Instructional Staff Positions**	15	16	16	22	38	33	34	30	30	24	20	22	29	21	23	23	15	10	8	11	12	**36**
6	**# Paid Assistants Positions**	10	8	12	18	12	20	20	20	19	18	10	12	14	10	539.25 hours paid	341.75 hours paid	339.75 hours paid	187 hours paid	235 hours paid	182.75 hours paid	389 hours paid	**900 hours paid**
7	**% Budget in Personnel Costs**	13.99%	20.47%	20.84%	22.09%	33.18%	30.48%	32.53%	30.33%	31.40%	32.32%	29.96%	36.34%	39.13%	41.04%	44.71%	43.28%	49.62%	45%	38%	44%	42%	**42%**
8	**# of Groups; size of groups**	10 groups of 15; 1 vacancy	12 groups of 15; 1 vacancy	12 groups of 15	6 groups of 14; 4 groups of 15; 2 groups of 20	6 groups of 14; 3 groups of 15	20 groups of 15	20 groups of 14	20 groups of 15	20 groups of 14	18 groups of 14	14 groups of 14	17 groups of 14	17 groups of 14-16	13 groups of 15-16	13 groups of 16	13 groups of 16	11 groups of 15	7 groups of 15-16	6 groups of 15-16	6 groups of 16; 1 group of 15	6 groups of 16	**6 groups of 16**
9	**# of Different Subjects Offered**	2	12	12	13*	13*	9	8	13	17	16	11	14	14	12	12	12	11	7	6	7	6	**19**
10	**Grades Served**	1-6	1-8	1-8	1-8	1-8	1-8	1-8	1-8	1-12	1-12	1-5	1-8	1-8	1-8	1-8	1-8	1-8	3-8	3-8	3-8	3-8	**1-12**
11	**Institute Format (Grade Level Grouping)**	1-6	1-4; 5-8	1-4; 5-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 8-12 and single grade levels	1-2; 8-12; and single grade levels	1-2, 3-4 Life Sci, and single grade levels through 5	1-2, 3-4 Life Sci, and single grade levels through 8	1-2, 3-4 Life Sci, and single grade levels through 8	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS	Single grade levels 1 - 8	Single grade levels 3 - 8	Single grade levels 3 - 8	1 4-6 Weather; single grade levels 3-8	Single grade levels 3-8	**Single grade levels 1-12**
12	**Institute Format (Weeks Attending)**	2	2	2	2, except Grades 1-2, who attended 1 week		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**1**
13	**Graduate Credit Offered Through Furman**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	**Yes**
14	**% of Teachers Taking Graduate Credit**	3 hours graduate credit paid by the Institute for all participants					63.33%	61.79%	60.00%	46.43%	44.44%	34.69%	35.02%	30.80%	30.92%	23.08%	25.48%	22.00%	10.91%	18%	16%	13%	**14%**
15	**Recertification Credit Offered**	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	**District Points Systems in effect**
16	**# Teachers Attending**	149	179	180	184	129	300	280	300	280	252	196	237	259	207	208	208	165	110	95	111	96	**312**
17	**Teacher Contact Hours this year**	6,705	8,055	8,100	7,680	5,385	9,000	8,400	9,000	8,400	7,560	5,880	7,110	7,770	6,210	6,240	6,240	4,950	3,300	2,850	3,330	2,880	**9,360**
18	**Projected Teacher Contact Hours**	6,705	14,760	22,860	30,540	35,925	44,925	53,325	62,325	70,725	78,285	84,165	91,275	99,045	105,255	111,495	117,735	122,685	125,985	128,835	132,165	135,045	**144,405**

Notes on the items above, by line:

2	**There is no funding for this program other than the EIA Grant. The Institute does not charge fees or generate income of any type.**
3	The only full-time staff person for this program is the Institute coordinator.
4	Twelve-month employees of the School District of Greenville County are not paid any additional salary for teaching in the Institute.
5	Teachers on a 9-1/2 month contract are paid for teaching or assisting with the Science P.L.U.S. program.
5	Over the years, the plan has evolved from having one instructor and a non-teaching assistant for each class to more of a team-teaching approach. This insures a back-up if something happens to the primary instructor.
7	For 2005: 2% COLA for coordinators; 5% increase in professional staff salary (first increase since 1997) and increase in the # of professional staff paid.
9*	In 1996 and 1997, Grades 3-5 teachers studied 3 days of 3 different subjects, plus an inquiry day.
12	From 1993 until 1998, most teachers attended two weeks of instruction, representing at least two subject areas, not necessarily related. In 1998, the Institute changed to a one-week format for all teachers. This has made it possible to serve many more teachers each year, and will also enable teachers to return for a course they did not study previously.
15	The disadvantage of the one-week format is not having enough contact hours to offer recertification credit in a 3-hour increment. Teachers may take the Institute course for two hours of non-degree graduate credit.
	[a]Budget amounts for these years were reduced by state budget cuts
	[b] 2005 budget amount includes refund from the state of $30,811 from previous holdback
	[c]2010 A Scholarship fund was created in honor of Linda Pendergrass who served Science P.L.U.S. for 16 years.

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Centers of Excellence

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$1,137,526**

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

Paula A. Gregg, Ph.D.

Mailing Address:

SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Telephone Number:

803-737-2246

E-mail:

pgregg@che.sc.gov

Question 1: History of the program: 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

__ 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

__ 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:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

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

FY 2014-15 Appropriations Act. Funds for the EIA-funded Centers of Excellence are appropriated to the SC State Department of Education (SDE) and transferred to CHE to be expended for the purposes of the program. Prior to FY 2012-13, program funds were included in both SDE and CHE's Part 1A funds. A change was made in FY 2012-13 to reflect the EIA funds only in SDE's budget and have SDE transfer the funds and authorization to CHE for the program. For FY 2014-15, program funds were increased by $250,000 to begin a new Center of Excellence in College and Career Readiness. There continues to be included in the program appropriations an allocation that formerly flowed directly from SDE to Francis Marion University but was redirected to CHE through the Centers of Excellence program for the purposes of continuation of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2014-15 Appropriations Act, Part 1A
South Carolina Department of Education (H63)
XII. Education Improvement Act, F. Partnerships, 2. Other Agencies and Entities, Ctrs of Excellence (H03)
$1,137,526

FY 2014-15 Appropriations Act, Part 1B Provisos:
1A.9. (SDE-EIA: XII.F.2-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.36. (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, non-traditional or alternative learning opportunities. Furthermore, with increased funds provided, the Commission on Higher Education will fund a new center in Fiscal Year 2014-15 that will provide professional development to teachers to enable them to transform the P-12 experience to create a college-going and career readiness culture that prepares students for postsecondary education and the world of work.

Regulation(s):

NA

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

_X_ Yes

____ 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 purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Presently, five Centers are funded under the CHE program as of FY 2014-15. Of the Centers funded as of FY 2014-15, one Center at Newberry College was funded initially in FY 2010-11 to work with professional development in training teachers as mentors to assist with the retention of new teachers; one was funded initially in FY 2011-12 at Claflin University to work with professional development in training teachers to work with English Language Learners (ELL); one Center was funded initially in 2013-14 at The Citadel to develop STEM Ambassadors in the Lowcountry; and one Center was funded initially in 2013-14 at Anderson University to provide professional development in mobile learning. A new Center was recommended and approved for funding in 2014-15 at Francis Marion University to focus on college and career readiness

Current annual objectives, data sources, and results for each Center are summarized in the chart below for the four Centers operating in FY 2013-14. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required from each Center. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. An external evaluator for each Center submits a final evaluation report on the success of the individual Centers meeting the goals and objectives.

The table below reflects the overall objectives of the Centers of Excellence program and the cumulative results of the currently funded Centers.

Program: Centers of Excellence **FY 2013-14** **Goals and Objectives of Project**

Program Objectives for 2013-14	Proposed Actions to Meet Objectives	Activities and Outcomes
Fund one new Center of Excellence for FY 2013-14 focused teacher effectiveness in low performing schools.	Request for Proposals for FY 2013-14 and competitive selection of one Center focusing on low performing schools and districts.	The Center at The Citadel was recommended for funding for FY 2012-13 with a focus on professional development for teachers in STEM disciplines and in specifically in the development of STEM Ambassadors. The Center at The Citadel was recommended for funding but not funded due to budgetary restrictions in FY 2012-13; instead, this Center received funding in 2013-14. A new Center at Anderson University was recommended for funding for FY 2013-14 with a focus on mobile learning.
Fund one new Center of Excellence for FY 2014-15 focused on low performing schools and districts to enhance teacher practice and student achievement in college and career readiness.	Request for Proposals for FY 2014-15 and competitive selection of one Center focusing on low performing schools and districts.	**One** new center recommended and funded for FY 2014-15 focusing on College and Career Readiness (at Francis Marion University).
Centers develop and model state-of-the-art pre-service and in-service programs.	CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 sites visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	**166** pre-service students participated in Center activities: courses, research, and study groups. Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; and other university personnel involved in activities.
Centers impact teacher education programs including pre-service students and higher education faculty.	CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes	**19 higher education** faculty from the participating **4** institutions participated in Center activities: courses and/or instructional activities, workshops, seminars, conferences, etc. Higher education faculty participated as instructors, guest lecturers, and attendees at conferences. Teacher education programs were impacted through the re-design of

Program Objectives for 2013-14	Proposed Actions to Meet Objectives	Activities and Outcomes
	with project directors, questioning participants about activities, and follow-up through phone call or email.	programs and/or the addition of new courses for both pre-service and in-service teachers. Courses/ workshops/conferences offered to pre-service teachers and higher education faculty (standards-based); evaluation of activities indicate pre-service teachers and higher education faculty satisfied with course content and/or professional development.
Centers provide high quality professional development to teachers and districts.	CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	**51** in-service activities occurred; **437** teachers were served at **124** schools in **56** districts. Courses/workshops offered to school personnel were standards-based. One Center (Newberry) offered a statewide conference in collaboration with the Center for Recruitment, Retention, and Advancement (CERRA) where teachers in K-12 and higher education participated in professional development in Teacher Retention topics. Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods and that participants see impact on student learning and achievement. Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports for each Center are provided in appendices for each of the funded projects for FY 2013-14.
Centers undertake research designed to determine effective practice/content.	CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and	Centers presented findings at state and national meetings and in publications with **14** presentations. Most Centers maintain a web site and, if appropriate, publish results of research.

Program Objectives for 2013-14	Proposed Actions to Meet Objectives	Activities and Outcomes
	follow-up through phone call or email.	
Centers disseminate statewide to K-16 personnel information on model program and activities.	CHE staff review Center interim and annual reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Two currently funded Centers (Newberry College and The Citadel) maintain a web site and a Facebook page. Many of the Centers have regular newsletters. One Center (Newberry College) offered a statewide conference open to K-16 personnel.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	CHE staff review Center interim and annual reports submitted to CHE. CHE staff review external evaluation reports submitted to CHE. Minimum of 3 site visits by CHE personnel for observation of activities, discussion of problems and successes with project directors, questioning participants about activities, and follow-up through phone call or email.	Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports attached in appendices.

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?

The chart in Question #3 for FY 2013-14 indicates the objectives for the overall program, the source of the data for each objective and the summary results for the four Centers funded during fiscal year 2013-14. Results show the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education. There is less work in providing professional development for higher education faculty on a regular basis in the currently funded Centers. However, Newberry College received additional support to co-host a statewide conference with CERRA focusing on retention of teachers where faculty from both K-12 and higher education attended. The newly funded Center at Francis Marion University will be working directly with faculty from Arts & Sciences and high schools with the South Carolina Course Alignment Project in 2014-15.

Staff at the Commission provided assistance to institutions with the submission of grant proposals through email, face-to-face meetings, and conference calls. Technical assistance was provided in FY 2013-14 for institutions through a general meeting at CHE and individual face-to-face meetings for those interested in submitting a proposal for a Center of Excellence for FY 2014-15. CHE sponsored a mini-workshop for interested K-12 and higher education personnel on College and Career Readiness with presentations from Educational Policy Improvement Center (EPIC) and CHE staff. Plans for FY 2014-15 include mandatory meetings for project director to provide technical assistance in the procedures of the Center of Excellence program. CHE funded a new Center at Francis Marion University that is designed to transform the high school experience to create a college-going and career readiness culture in high school that prepares students for success in postsecondary education and employment. The new Center at Francis Marion University will leverage the work completed by the South Carolina Course Alignment Project and other College and Career Readiness and P-20 initiatives to develop innovative practices; make specific, targeted curriculum changes; and provide policy suggestions.

CHE staff continues to meet with Project Directors whose projects currently receive EIA funds from CHE as well as with directors at active Centers that are continuing to operate after state funding has ended. These meetings involve encouragement of collaborative efforts between all of the active Centers through a sharing of activities, successful collaborative efforts, and information on products and services available at each Center. CHE staff plans to conduct future meetings with all active project directors in order to meet and collaborate with EOC, SCDE, and other entities to work on state-wide initiatives. Specific goals for 2015-16 include working collaboratively with all active centers on a statewide initiative to assist in meeting the goals and objectives of the Profile of the South Carolina Graduate. CHE staff conducts site visits to Centers currently receiving funding to observe professional development activities, communicate with key constituents in the institution and school district, and to provide guidance to project directors on procedures of the projects. CHE staff continues to attend functions at active Centers who no longer receive funding.

As a result of these meetings, several Centers have begun collaborating on joint projects. For example, staff members from the Center of Excellence for Adolescent Literacy and Learning at Clemson University assisted with professional development workshops with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching at USC Aiken. In addition, the Center of Excellence for Working with Children of Poverty at Francis Marion University has conducted several workshops at the Center of Excellence to Retain and Empower Teachers though Action, Innovation, and Networking at Newberry College. The Center of Excellence in STEM at The Citadel is part of a three-member collaboration with

the Center of Excellence in Math and Science Education at Clemson University and the Center of Excellence in Mobile Learning at Anderson University to begin professional development activities.

The Centers are monitored by CHE staff through the on-site visits, face-to-face meetings, conference calls, email and review of an Interim and a Final Report. CHE staff met individually with each project director on-site a minimum of three times during FY 2013-14. Project Directors receive feedback from CHE staff through face-to-face conversations, phone calls, and emails. This feedback focuses on strengths of the visits and recommendations for areas of improvement. This continuous monitoring allows CHE staff the opportunity to confirm planned activities are occurring, address any potential problems, and to recommend any changes that are needed in the project.

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.

See chart below.

Institution *Claflin*	**Center Name**	**Web Site**	**Products and Services**
Claflin University	Center of Excellence in English Language Learners Professional Development YEAR 3 of 5	NA	• Provided professional development for faculty and staff in Orangeburg 3, Orangeburg 5, Bamberg 2, and Calhoun school districts. • The ELL Center held *ELL Center Grand-Opening* on October 5, 2013, in an effort to accomplish the project goals and objectives, perform outreach to the school districts, solicit the in-service teacher participants, and make the ELL Center well known to school communities. • The ELL Center completed 40 hours' professional development training activities for the 48 participating in-service teachers from four school districts with the ELL Center Certification issued to these teachers. These 40 hours of training were conducted through TESOL, STEM-Math, and Diversity training workshops held through the year in the fall, winter, spring and summer training. • The ELL Center received external funding support from a grant ($1.5 million) from the U.S. Department of Education through 2016. • Presentations presented at the national, international, regional and local conferences (e.g., *the 9th International Conference on Language Teacher Education* in June 2013 at the George Washington University, *2014 International Academic Conference*, *2014 AERA Annual Meeting*, *the 2013 Carolina TESOL Fall Conference*, *the SCATE 2013 Fall Conference*, and *the 13th Claflin University Conference*, to disseminate the research findings • Dr. Nan Li, Project Director, has published a journal articles related to the ELL teaching and research entitled, "Seeking Best Practices and Meeting the Needs of the English Language learners: Using Second Language Theories and Integrating Technology in Teaching," published in *Journal of International Education Research.* • Dr. Li is working on a book project with the content related to effective teaching to ELL.

Institution *Newberry*	**Center Name**	**Web Site**	**Products and Services**
Newberry College	Center of Excellence to Retain and Empower Teachers through action, Innovation, and Networking (RETAIN) Year 4 of 5	http://www.retainsctteachers.org/	• Provided professional development in teacher retention in the school districts of Newberry and Lexington 4. • Statewide professional development of PACE mentoring (16 teachers) offered an annual training session for mentors of alternatively certified teachers. The training was held at the SCDOE Archives Building in collaboration with the SCDOE. • Created a FaceBook page to help gain followers, provide additional support for new teachers, and to showcase the work of the Center. Currently, there are 137 likes for the page. • *New Teacher Induction Symposium* co-sponsored with CERRA expanded to a 2 day event with a national speaker and increased vendors and advertisements. 135 teachers from across the state participated in the symposium. • Applied for and was selected as an affiliate with the Center 9of Educational Partnerships at the University of South Carolina, which should increase the audience for the Center. • Developed and implemented a Mentor Match-Up program to provide new teachers and mentors (74) an opportunity to "matchup:" with appropriate partners for the academic year. Mentors and mentees are provided mentor training, onsite workshops, monthly Mentor Moments e-newsletters, and supplemental materials from the Center. • Mentor cohort program (22 participating teachers) offered activities and training at multiple times throughout the year for mentor and induction teachers to meet on campus for activities to strengthen the mentor relationship. • A 15-week online course on Data and Assessment was offered to teachers statewide. The course was approved by the SCDOE for 60 renewal credits. Three teachers participated in this course. • Three middle level courses needed for add-on certification in middle level education were offered online through the center (30 teachers participated in these courses).

Institution *Newberry*	**Center Name**	**Web Site**	**Products and Services**
			• The GROW Symposium, an annual professional development event of in-service and pre-service teachers (86 teachers and 15 presenters) designed to help them grow in the field of education was offered again this year in Fall 2013. • ***Sharing Responsibility for the Retention of Early Career Educators* by** Carolyn C. Shields, Ph.D. can be found on the Center website at: http://retainscteachers.org/wordpress/wp-content/uploads/2013/10/Retention-Paper-CSheilds.pdf and is currently being prepared for submission for review with national refereed publications. • ***Need for Speed: Findings from an Innovative Approach to Pairing Induction Teachers and Mentors*** by Lisa D. Waller, Ph.D. (In Progress).

Institution *The Citadel*	**Center Name**	**Web Site**	**Products and Services**
The Citadel	STEM Center of Excellence Ambassador Program Year 1 of 5	https://sites.google.com/site/citadelstemambassadors/	• Provided professional development that focused on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness in the school districts of Beaufort and Jasper County. • 17 K-12 faculty participated in a kick-off retreat on September 8, 2013, which introduced the program, project-based learning, and the state of STEM education. Professional development was provided on mobile applications and Google products. • 19 educators became familiar with CitLearn (blackboard) space for online component and were able to share and learn from other educators about planned projects in a face-to-face workshop on December 2, 2013. Educators were also able to go through a mobile app tutorial to prepare them for building their own apps. • 19 educators participated in an on-line course in Leadership and Critical Issues in STEM Education with Mobile App Build module component. • 17 participants participated in a face-to-face workshop in Summer 2014 where the focus was on regional STEM career options with tours to (Caw Caw Interpretive Nature Center, Beaufort Jasper Water & Sewer Authority's Chelsea Water Treatment Plant) and STEM professional panel (manufacturing, research, IT, engineering) • Brought School of Science and Mathematics faculty with expertise in computer science education into Center of Excellence grant. • Began partnership with Center of Excellence for *Mobile Learning (Anderson University)* • Began partnership with S2TEM Centers SC and planning joint STEM Share Summit for Summer 2015. • Expanded partnership with Charleston County Recreation and Parks (Caw Caw Interpretive Center) and created partnership with Beaufort Jasper Water and Sewer Authority. • Engaged STEM professionals from Google, SPAWAR Systems Atlantic, Nucor Steel, National Weather Service/NOAA and Water Missions International to expose educators to STEM

Institution *The Citadel*	**Center Name**	**Web Site**	**Products and Services**
			Careers, potential mentors, resources and to expose STEM professionals to educators for potential future partnerships in the classroom. • Created web site (standalone and linked to existing STEM Center of Excellence website). • Grant faculty in process of submitting abstract for presentation at the Association for Computing Machinery (ACM) Special Interest Group for Computer Science Education (SIGCSE) conference to be held March 4 -7, 2015, in Kansas City, MO. Presentation will cover the use of mobile app training • Grant faculty are designing a collaborative process for STEM Ambassadors and faculty to share how this program has had an impact on perceptions of teaching and learning as well as an impact on middle and high school student learning especially in regard to addressing State and National Standards. • 16 participants were provided professional development in July 2014 by personnel from the S2TEM Centers SC and focused on the research of characteristics that makes STEM schools high-functioning.

Institution *Anderson University*	**Center Name**	**Web Site**	**Products and Services**
Anderson University	Center of Excellence in Mobile Learning Year 1 of 5		• Provided professional development on mobile learning to teachers in Spartanburg 7. • 15 higher education faculty members participated in the weeklong course redesign workshop to meet the objectives of supporting the integration and modeling the use of mobile and other classroom technologies in the teacher preparation program, facilitating the redesign of several courses in Anderson University's teacher preparation program, and providing training and support for faculty within and outside of the teacher education program. • 2 redesigned courses completed in Anderson University's College of Education (Methods and Materials for Teaching Beginning Reading and Introduction to Teaching Students with Exceptionalities) • 18 K-12 teachers participated in sixteen professional development trainings in fall, spring, and summer to learn how to integrate technology into the classroom. • 28 K-12 teachers and 8 higher education faculty members attended the Mobile Learning Conference at Anderson University. • Dr. Ben Deaton, Center Director, published an article in the *Journal of Digital Learning in Teacher Education*. • Six presentations were given by Dr. Deaton and others across the country related to mobile learning and technology.

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.

Please see charts in Questions 3 (overall results of the program) and 5 (results for individual Centers) for outcomes and results. In addition, copies of the External Evaluator's reports for each of the Centers are included in Appendices. A map is included in Appendix E showing the schools that have participated in activities supported by currently funded and active Centers of Excellence in FY 2013-14.

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?

The last external review of the Centers of Excellence program was conducted by Dr. Robert Shoenberg, an education consultant from Maryland in March 1993. At that time, the purpose of the Centers was to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation. The consultant's conclusion was:

> The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff took steps to address the consultant's recommendations for improving the program by incorporating them into the 1994-95 guidelines and the review process. The steps taken since 1994-95 have greatly strengthened the program.

- The Commission supports only those Centers whose goals are closely aligned with major State policy or program initiatives. CHE staff consults on a regular basis with representatives from the Education Oversight Committee (EOC), the South Carolina Department of Education, and the South Carolina Education Deans Alliance for funding priorities for Centers.
- A four-year goal of achieving statewide, as opposed to regional and national, resources and leadership status was established after the 1993-94 review was conducted. Centers are now funded on a five-year basis and CHE staff monitors the Centers and make recommendations to ensure professional development is provided for teachers beyond the local school district in years 3-5.
- CHE staff actively promotes the programs and leadership role of the Centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible. CHE staff attends local, regional, and statewide K-12 meetings to stay abreast of current trends and issues and to promote the active Centers.
- CHE staff communicates on a monthly basis through phone calls, emails, or face-to-face meetings with Center directors to solicit updates on program successes and problems and to develop collaborative activities to promote the work of the Centers throughout the State. The goal is for CHE staff to attend site visits a minimum of three times a year (summer, fall, spring) as time and scheduled activities allow. If there are issues with a Center or if there are special activities occurring, such as a conference or an advisory board meeting, staff may visit more often. Support to Centers is also offered through email, text messages, telephone conversations, and shared file folders in Drop Box.
- Applications for funding of future Centers and for continued funding for ongoing Centers are required to include a systematic plan for developing an influential constituency for the Center.

- Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within five-years. CHE staff monitors active Centers by attending professional development activities, meetings, and symposiums when available. Annual meetings are scheduled with all Center directors on an annual basis as funding allows to discuss collaboration opportunities and to share ideas for making the Centers a more state-wide initiative.
- Review panels for new Centers are required to look for evidence that the proposed Centers will have strong support within the unit in which they are housed. Institutional leaders (presidents, provosts, deans) are invited and encouraged to attend the review panel meetings to answer questions about the proposed Centers.
- Review panels for new Centers are required to look for evidence that the proposed Center director has a good sense of the non-programmatic aspects of the director's role. Recent review panel members consist of a majority of current and past Center directors to assist with the review of proposed Centers.
- Institutions sponsoring new Centers are required to maintain support for proposed Centers for at least six years, one year beyond the five-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new Center until the six-year period has expired.

Since the 1993 external evaluation of the overall Centers of Excellence Program at CHE, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year. CHE staff plan to hire an external evaluator/consultant in 2015-16 using available funds to review the Centers of Excellence program and make recommendations for improvement as it relates to current P-20 initiatives.

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

__X__ Yes

_____ No

http://www.che.sc.gov/CHE_Docs/academicaffairs/centexc/CtrEx%20External%20Review_1993.pdf. A hard copy is also included in an appendix to this report.

If no, why not?

NA

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?

Any reductions in funding for FY 2015-16 would be applied in the same manner as described for FY 2013-14, a description of which follows.

If there were mid-year reductions in FY 2014-15, each Center receiving EIA funding would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program officer at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program officer to the institutions and school district sites and the annual meeting with project directors may be cancelled. If CHE received 10% or more in funding reductions, it would not be possible to request proposals for a new center in FY 2015-16.

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?

CHE is not requesting an increase in funds for the Centers of Excellence program for FY 2015-16 (i.e., level funding is requested).

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?

$____NA_____

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

NA

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	$887,526	$1,137,526
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	$887,526	$1,137,526

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	29,220.66	42,000.00
Contractual Services	4,122.90	2,098.95
Supplies & Materials	649.18	649.18
Fixed Charges	775.49	775.49
Travel	2,276.70	2,276.70
Equipment	0	0
Employer Contributions	8,505.77	12,225.68
Allocations to Districts/Schools/Agencies/Entities	841,975.30	1,077,500.00
Other: Transfers		
Balance Remaining		
TOTAL:	**$887,526.00**	**$1,137,526.00**
# FTES:	**.38**	**.60**

Appendices: Appendix A - External Evaluation – Anderson University
Appendix B - External Evalution – The Citadel
Appendix C - External Evaluation – Claflin University
Appendix D - External Evalution – Newberry College
Appendix E - Map of Schools participating in Centers of Excellence Program
Appendix F – Supplemental Reports from Centers - Profile of the SC High School Graduate
Appendix G - 1994 External Evaluation of Centers of Excellence Program

Center for Mobile Learning

Anderson University

Dr. Benjamin Deaton, Project Director

Evaluation Report

Prepared by Art Recesso, PhD

Overview of Progress

The Center for Excellence in Mobile Learning (CML) has clearly established goals and objectives. In Year 1 there has been substantial progress towards all of the goals. The activities supported within the center are indicative of a statewide center that will foster progress towards mobile learning technology integration in was that enhance teaching and improve learning. CML is well positioned and on track to being a resource for the State of South Carolina and beyond. This report will document the progress towards each goal, discuss the data collected thus far, and make broad recommendations for continuing on this course of success.

Methods

The project evaluation involved a systematic review of the CML grant proposal to establish the goals and objectives. A backward mapping process was used to systematically link teacher, student, project staff work samples and data back to the original objectives and goals of the project. Hence, an evidence informed interpretation of progress is made and then compared to the original intent of the project. Project site visits, survey data, work samples, and interviews were used as evidence. Here in, is an initial report of the extent to which the evidence embodies the expected outcomes of the Center.

Review of Goals

Goal 1 Develop and model a state-of-the-art teacher preparation program for other institutions of higher education for a) integrating mobile learning and mobile

technologies and b) increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs.

CML is addressing a critical element for bringing innovation to K12 education by implementing efforts to modeling mobile technology use in teacher preparation. Faculty in the Anderson University (AU) College of Education (COE) have actively participated in seminars and individual consultations. As a result their course syllabi, materials, and enactment of instruction have changed in important ways. Furthermore, the Arts and Sciences faculty have engaged in the same activities thereby providing preservice teachers multiple opportunities to see and participate in learning that models use of mobile learning technologies. Thus far, there is evidence of multiple professional development experiences in which COE faculty redesign their courses to integrate mobile technologies and mobile learning principles. At least two of the faculty used the CML supported efforts to engage in cross-course and cross-curriculum planning.

It should be noted that the AU COE was in the midst of an NCATE review during Year 1 and it can be assumed this made faculty participation a significant challenge. CML was able to find multiple ways to engage the COE faculty and made a strategic choice of working closely with Arts and Sciences faculty who influence the learning and teaching of preservice students.

Goal 2 *Design and implement innovative school-based projects to enhance student and teacher achievement at our partner schools and districts*.

CML has a strong partnership with Carver Middle School. In Year 1 there have been 19 teachers who completed the survey data collection and participated in the workshops. According to the data collected from the Cohort 1 Initial Survey, the teachers educate in six disciplines, represent a wide age range, and are veteran (6+ years) middle school (grades 6-8) teachers. Most of the teachers are confident they can learn new digital technology and very few lacked the confidence to learn the innovations in mobile learning technology. All of the teachers indicate they have a desktop, laptop, and a tablet. Most of the teachers have smartphones and many of them have a game console

at home. Most of the teachers use email, text, use apps, and access the Internet from their smartphone. They are very active Internet users using it for research and social media. 95% of the teachers have high speed Internet at home. More than one-third of the teachers use social media more than 3 times per day. Most of teachers require students to use a computer for assignments, 33% use a digital camera, many use ebook readers, and smartphones for assignments. Most teachers require assignments be submitted online and download assignments online. The teachers feel trained and supported in their use of technology in the classroom. However, they find most of their inspiration for using technology comes from within (from themselves) and to some extent from other teachers. Teachers report implementing assignments that require use of technology and view technology as a having a major impact on student learning. They view technology as helping students access and share content, but they do not see technology as helping interaction with students. Clearly, these are teachers who purchase and use technology on a regular basis and therefore possessed a minimum competency and comfort level with technology. Yet, 42% of the teachers say students know more about digital technology. Time constraint is reported as their greatest challenge to using technology in the classroom.

The Perspective on Teaching and Technology Integration Reflection survey instruments collected data on several key points including how teachers perceive their role as a teacher, how they define integration, and how they view the relationship between technology, teaching, and learning. Although the teachers are confident and experienced, as a group they were often divided in their knowledge about technology integration. A high level of concern remains for time constraints and problems associated with using technology in the classroom. However, nearly half of the participating teachers describe the use of mobile learning technologies that is consistent with a high level of integration. Closing the gap between knowing how to use technology and integrating it into teaching and learning in meaningful ways is a considerable achievement and should continue to be a focal point of the project efforts. In a review of the responses the teachers discuss mobile technology use in terms of increased learning, encourage learning, connections to learning, and enhanced teaching. In

addition, they specifically use the term modeling to describe their approach to engaging the students' use of the mobile learning technology in the classroom.

CML met the objectives of Goal 2 through multiple efforts. A Summer Institute and the Academic Year Support Program were implemented to introduce the participating teachers to the TPACK framework, reform-based teaching strategies, college readiness strategies, and formative assessment practices. Teachers were provided with mobile technology training and strategies for integrating that technology into teaching in ways that improve student learning. An important element of the CML efforts were the class observations and personal consultations that provide individualized support, feedback, technical support, and ongoing professional learning. From this compendium of efforts the teachers demonstrated competencies in designing lessons and activities that fully integrate mobile technologies.

Goal 3. Serve as a statewide leader for training and professional development for inservice teachers, teacher educators, and faculty, staff and administrators in higher education.

CML is well positioned and making progress towards being a statewide resource for excellence in mobile learning. In Year the Center has provided high-quality professional development and outreach. It has supported the work of faculty and teachers to create resources and disseminated those resources through its website. Additionally, the CML delivered a one-day mobile learning conference in July 2014. Twenty-eight teachers representing 17 schools and five school districts attended the event. Based on the feedback received from the teacher participants, it was evident that the event was well received. Over 95% of attendees indicated that they would recommend attendance at future events like the mobile learning conference.

Creating a statewide center is a large undertaking and will require a large commitment of time and resources to accomplish in just three years. However, the other three goals of this project are also large in scope and each one could easily consume all the time,

effort, and resources made available from the funding agency. Hence, it is advisable for the CML to engage its strategic planning processes to fully define the mission of a statewide center and establish a framework of principles that guide specific strategies and activities for the long term. However, within the scope of this project the CML may consider fully developing one strand (or a very small subset) of these principled activities at a very thorough level (e.g., mobile learning technology for inquiry based learning in middle school science). The broad framework would be utilized to define future funding pursuits and clearly define how this and other institutions can contribute to the Center's core mission, thus making it sustainable and a resource integral to mobile learning use through the state. Clearly, there is evidence CML is on track to meet its goal. The intent here is to advocate for a strategic and narrow focus to further ensure long term success defined by teacher utility and impact on student achievement.

Goal 4 *Promote and foster college readiness*.

College continuation continues to challenge many of our schools. The lessons and activities developed by the teachers participating in CML activities are attending to the learning needs of students. However, this is such a broad topic and another large undertaking, the CML may consider supporting an effort to review the literature on college readiness, what's known to have a significant impact on students knowing about and electing to pursue a post-secondary learning opportunity. Then, it could establish a small and focused subset of activities (e.g., a workshop or small team of teachers) dedicated to fully developing a resource (e.g., lesson(s), learning activities, seminar for other teachers to be distributed through the Center) that would help promote students' continuation on to college. A large percentage of students don't even know college is an option. Therefore, even a module designed to provide basic information about how a student can access college (e.g., geared for students from underrepresented populations and underprivileged schools and neighborhoods) would be helpful. AU could establish such a resource as a model for other post-secondary institutions. If such

resources already exist, the Center could advocate teachers' integrate the resources into their instructional time.

Evaluation Summary

The Center for Excellent in Mobile learning is on track to meet all of its goals. The activities implemented thus far are having an impact on student learning, K12 teachers' practices, and teacher preparation programs (future teachers). Due to the breadth of topic embedded in goals #3 and #4 the recommendation is to focus (if permissible to the funding agency) and fully develop a strand of resources that are usable by educators throughout the state.

THE CITADEL
STEM CENTER OF EXCELLENCE

STEM Ambassadors

Project Director

Glenda P. La Rue
STEM Director

funded through the

Education Improvement Act of 1984

South Carolina Commission on Higher Education
Centers of Excellence Program

Year One

Final Report

August 23, 2014

By

OwenEd Consulting LLC

Dr. Michael O. Rischbieter

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Executive Summary

STEM Ambassadors is a program developed by The Citadel's STEM Center for Excellence that ultimately seeks to place content, career, and pedagogical-experts, "STEM Ambassadors", in classrooms across the Lowcountry and beyond. The STEM Center developed a set of Objectives which "*will directly impact teachers and students from Beaufort, Berkeley, Charleston, Dorchester 4 and Jasper counties. STEM Ambassadors will be agents of change in the development of STEM skills necessary for success in college and in the workforce. Through the efforts of the STEM Center, an exponential number of teachers will improve their STEM skills and their ability to teach STEM concepts to diverse populations. By involving higher education, the STEM industry, and district curriculum leads in the development and delivery of professional development, teachers will have the skills to make their traditional STEM content relevant and engaging and will have new resources that will enable them to teach in innovative and exciting ways. Additionally, teachers of non-STEM subjects will learn ways to bring STEM content and skills into their classrooms while meeting state standards*."

The following set of Objectives were defined for the beginning of the program in September 2013 as follows:

> **Objective 1:** In partnership with local STEM industries, state-wide higher-education faculty, statewide STEM education experts, and regional K-12 curriculum coordinators, the STEM Center of Excellence at The Citadel will develop a series of effective professional development activities for area K-12 teachers of STEM disciplines. The professional development will focus on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness.
> **Objective 2:** Over the course of a summer and an academic year, the STEM Center will deliver the series of professional development activities to teachers.
> **Objective 3:** Following the summer and academic year instruction, teachers will participate in a STEM Externship Preparation course and 3-day summer externship in a local STEM industry. Upon completion of the professional development series and externship, a subset of participating teachers will be designated as a STEM Ambassador.
> **Objective 4:** The STEM Center will facilitate the implementation of STEM Ambassador-lead professional development programs in home-school districts.

Summary of Year 1 findings:

- The Kickoff event was very successful in introducing the teachers to the Ambassadors program, and getting them started on PBL teaching and learning strategies.

- Results of a post-survey of the Kickoff Event indicate that teachers were very pleased with the networking possibilities with other teachers, and in particular were excited about learning how to use the Samsung tablet (or in many cases learning about new apps, as many of the teachers were already using tablets). Teachers responded in an overwhelmingly positive manner when asked the question "are you ready to learn how to become an Ambassador?".

- Results of a survey verified the importance of the Workshops for real-time, face-face meetings with the teachers, especially during the app development phase. Of particular note is the amount

of increased teacher confidence and ability to create and work with apps on their tablets as they moved through the various app development phases.

- For the EDUC 546W-1 course, PBL, online discussions, and learning from other teachers during the meetings at the Citadel stand out as the highlights of the course. Base on survey and interview results, for future planning purposes, teachers want more interaction with each other as they go through the app development process, and more time with the staff at the Citadel as well in face to face meetings.

- Based on survey results, observations, and analysis of exit tickets and daily reflection essays, teachers in the Ambassadors program have enriched their teaching arsenal by understanding the importance of the inquiry approach and PBL for student learning. After the year-long program, teacher confidence was notably higher, and teacher use of PBL in the classroom was notably higher.

- The app building process throughout the year was an excellent way of introducing Ambassador teachers to PBL, while at the same time also involving students in many cases in the app building process.

- Based on observations of students in Ambassador classrooms, students were more engaged in learning STEM topics, had more interest and enthusiasm for STEM topics, and were far more likely to understand the importance of corollary areas such as communication, collaboration, and team building skills.

- Ambassador teachers were much more aware after the year-long program of opportunities to interact with local and regional businesses and industries involved in STEM areas, and were more likely to raise awareness in their students of STEM careers.

- Students of Ambassador teachers overwhelmingly understood the importance of STEM knowledge in the modern world, and many students that were involved in the many projects created by the Ambassador-teachers said they were very likely to be engaging in a STEM career path.

- Ambassador teachers became aware over the course of the year of the importance of changing the teaching culture in many of their schools to an inquiry approach (including PBL), and were ready to become real ambassadors of change for both teachers and administrators in their schools.

During the course of the Fall and early Spring, and after meeting with the evaluation team, a revised set of Goals and Objectives resulted (Table 1), which included minor changes in Objectives 1 and 2 above, and an elimination of Objectives 3 and 4 above. A Midterm Report prepared by OwenEd Consulting in March, 2014 (Appendix) included an evaluation of the all of the Kickoff Event, and monthly Workshops, as well as an informal Drop-in that occurred in October to help teacher-participants identify and develop apps for use in the classrooms as part of their Problem Based Learning (PBL) pedagogical training.

Table 1. Revised Goals and Objectives

Goals	Objectives
Place content, career and pedagogical experts (STEM Ambassadors) in classrooms across the Lowcountry	Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that is comprised of online and in-person modules that focus on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness
	Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that builds knowledge and skills in utilizing technology to create and deliver STEM content for their classroom
	Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that provides training in successful leadership models that integrate STEM into educational endeavors
Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for STEM education.	Facilitate formation and implementation of STEM Ambassador teams to serve as future STEM mentors and leaders in their home schools/districts by selecting some participants to continue in year 2 activities.

Review of Ambassador Program Components

The following are considered to be the primary results of the year-long program:

The Ambassadors Kick-Off Event:

This event was very successful in beginning the year-long process of achieving the goals set out for the program. Participants were able to, in a comfortable and encouraging environment work through the startup issues of any program such as this. They became comfortable with each other, with the staff of the Citadel-STEM program, and with the various technologies and ideas related to PBL that they will be working with over the course of the year (see Appendix B).

The Workshops and Drop-ins:

These face to face events were invaluable helping teachers work through problems that the online instructions made difficult at times. Results of a survey verified the importance of real-time face-face meetings with the teachers, especially during the app development phase. Of particular note is the amount of increased teacher confidence and ability to create and work with apps on their tablets as they moved through the various app development phases. See Appendix B for details of the findings from the Fall and Spring Workshops.

The EDUC 546-W1 course at the Citadel that Ambassadors were enrolled in:

Project based learning, online discussions, and learning from other teachers during the meetings at the Citadel stand out as the highlights of the course. Base on survey and interview results, for future planning purposes, teachers want more interaction with each other as they go through the app development process, and more time with the staff at the Citadel as well in face to face meetings. There were some technology problems in app development and use. In some cases teachers were having difficulties with their Android app development because they were unfamiliar with the process, and the online help was not as useful as in-person support. The other problem identified was the inability to actually use their tablets in their classrooms due to wifi not being available.

A short Survey was administered at the midterm, with results as follows:

Question 1: Overall, I would rate this course as:
Good: 3 teachers responded with this answer Excellent:4 teachers responded with this answer
Question 2: Please describe the course activities that have most enhanced your learning in the online course (What has worked for you?)
Development of the apps and a few of the online discussions.
As with previous STEM courses at The Citadel, I enjoy the opportunity to create a problem-based learning opportunity for my students. This course has allowed me to explore not one, but two problem-based projects as the first one was declined by the district office as too risky. However, I believe I grow professionally each time I investigate and research areas that are problems needing a solution within the education environment. With this project, I have been given opportunities to reach out to local leaders, educators, and students with whom I would have never worked had I not needed them to collaborate with me in the solutions. While the professors at The Citadel have offered their continued support, I personally miss the “face time”; to work with them directly but I have grown from their in-depth knowledge.
The course activities that has most enhanced my learning in the online course is gradually I learned how to develop my own apps and how to create the block editor for different app.
The activities that impacted my learning in this course are: The Android App Development: Phases #1 – 6 were exciting, challenging, and some time a little frustrating; but, that’s all a part of the learning process. Following the steps to develop the Designer Window, the Blocks Editor, and to test the project on the tablet for each phase as increased my knowledge of designing simple apps. This process has enabled me to make mini quizzes for my classes and I realize the see the benefits and usefulness of using apps with my students enjoyed reflecting my thoughts on the different apps. The problem I encountered was reading what other members shared about their experiences on building the apps I really enjoyed interacting with the other members of the class on December 2, 2014. Getting hands-on assistance from the instructors and collaborating on the stem projects with other class members was exciting and extremely helpful.
Some course activities that have most enhanced my learning in the online course include the online discussions, learner's blog, and app assignments. I have learned many new teaching strategies through the videos and have been enriched by my colleagues' responses to them. The online discussion helped me know other teachers' opinions to the concepts and to interact with them through consistent feedback. Overall, the app assignments expanded my knowledge deeply. Through the course so far, I have learned to construct my own app, make changes to it, and develop it.
I have enjoyed the TED Talks the most.
The discussion questions. I love the interaction
Question 3: Please describe the course activities that have been least helpful to your learning in this course. (What hasn't worked for you?)
Several of the selected topics for the online discussion and the manner in which participation is rendered.

The least helpful portion of this course to my learning has been the peer interaction. I have not collaborated with other teaching professionals as much with this course as I would have liked. While the reflections from the TED videos provided a forum for discussion, I have not had an opportunity to bounce off ideas and glean new ideas from my colleagues, especially since having to change to a new project.
The course activities that was least helpful for me was I wish we would get to learn more basic steps to create the block editor before we started doing the 22 page editor .
Technology has been a great challenge for me. I could not use the tablet at school with my student because the school distinct would not allow access to the WIFI. My students did not get the opportunity to develop and use apps in the classroom or around campus.
All of the course activities have been helpful to me.
I would much rather have a warm body next to me when I try to create an APP.
Question 4: Please provide any additional suggestions, comments, or ideas you have for improving this course.
I don't think there has been much on-line communication and feedback from the leadership team. I remain puzzled as to why all of the candidates have not participated and perplexed with the revisions to posted deadlines. To date, course expectations have not mirrored my experiences. I would like to see more focus on math and engineering -- including references to printed materials.
One suggestion for this course would be a monthly 2-3 hour meeting to collaborate, troubleshoot, brainstorm, etc. on projects and assignments. The complexity of this endeavor and the depth of the assignments could be enhanced with communication and feedback.
I enjoy doing this course but as I said early it would be more helpful for the teachers who do not have the basic knowledge of computer programming if the basic steps was clearly explained at the beginning before we jump into creating our own app.
The initial face-to-face meeting on December 2: Should be extended to a two-day workshop, it was too much information for one day. Increase the face-to-face workshops – Monthly or every two months to assist students with their projects or provide them with hands-on assistance.
This course is very enriching for teachers as we get to learn how to develop apps, improve teaching strategies, and interact with one another for maximum achievement. An additional suggestion would be for teachers to have more face to face meetings along with the Citadel faculty where we can give updates, ask doubts, and interact more.
More face to face time when it involves technology.
I love this course. I am learning a lot.

By the time the year had come to a close, most of the issues identified in the mid-term survey had been addressed successfully by the instructors of the class. The most powerful evidence for the growth of the Ambassadors participants with respect to content and ideas presented in this course can be seen in the Final Exam, statement of philosophy assignment. An example of one of these follows:

To be a leader in the educational environment, I believe you must first walk in the shoes of each position you will be leading. Advocating for your students, your coworkers, and your parents requires empathy and understanding. You are not managing people but serving humans, in an effort to open their minds to new understandings. Reflecting upon your experiences and observing the responses of others should be the compass for your decisions as a leader. Likewise, a closed mind and hidden agenda can often result in a negative classroom/school climate, stifling the learning experience. So continued reflection fosters an attitude of willingness to adapt and change to insure the environment is sinuous for all stakeholders in the educational experience.

My philosophy as a STEM leader can be supported by the Pragmatism World philosophies of Pierce and Dewey. For 13.7 billion years, the universe has been

evolving and we each play a cosmic role in this universe. Our experiences shape our cosmic task and purpose as we evolve toward our greatest potential. This philosophy does not embrace static thinking or production without thought, but rather, action and metacognition. The process of learning is never passive as

education does not happen to you but you make it happen. Therefore, one's circumstances only lead toward intellectual problem solving and the continued evolution of the mind.

To emphasize my philosophy to my students, I will incorporate character development by teaching Sean Covey's Seven Habits of Highly Effective Teens. Each habit will be thoroughly investigated in group work so students can discuss their own experiences and challenges before creating individual take-away project pieces. The habits include Being Proactive, Beginning with the End in Mind, Putting First Things First, Thinking Win-Win, Seeking First to Understand, then to be Understood, Synergizing, and Sharpening the Saw. Each will be authentically imbedded into the curriculum so the students can clearly make the connections between education and real-world experiences. My fellow teachers will be collaborating with me to incorporate these habits into their curriculum as well to further enhance the students' connections.

Another teacher responded as follows:

I have been an educator for 14 years. My beliefs/thoughts have not strayed too far away from principles that I inherited during my middle and high school experience. The philosophy is simple. Establish an environment that promotes project base learning through cross curriculum activities, emphasize soft skills, and individual accountability.

To establish an environment that promotes project based learning you must first learn to set boundaries with your students. We as educators must sell to students that project based learning is for their benefit. STEM has helped me realize the importance of this because it reaches across the curriculum. Watching the amazement that students have when they see that science and math are related is a fun thing to watch.

Project based learning also helps to promote the soft skills that children lack. Being able to communicate effectively about your content that you have learned is a priceless skill. When students have to present their projects before a panel of judges or their class it is a great way to introduce them to public speaking. Also we all know the emphasis that has been put on improving writing skills. Students must also learn to write about what they know. They may get upset about it but it is paramount that we keep pushing.

Also last but not least individual accountability must be emphasized. Students may work in groups but we must implement a system in our class room and our projects that promotes accountability. Students may work in a group but we still need to find a way to give them an individual grade for their performance.

Another wrote:

I believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is my desire as an educator to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. There are three elements that I believe are conducive to establishing such an environment, (1) the

teacher acting as a guide, (2) allowing the child's natural curiosity to direct his/her learning, and (3) promoting respect for all things and all people.

When the teacher's role is to guide, providing access to information rather than acting as the primary source of information, the students' search for knowledge is met as they learn to find answers to their questions. For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur. ***This is what STEM promotes.***

Equally important to self-discovery is having the opportunity to study things that are meaningful and relevant to one's life and interests. Developing a curriculum around student interests fosters intrinsic motivation and stimulates the passion to learn. One way to take learning in a direction relevant to student interest is to invite student dialogue about the lessons and units of study. Given the opportunity for input, students generate ideas and set goals that make for much richer activities than I could have created or imagined myself. When students have ownership in the curriculum, they are motivated to work hard and master the skills necessary to reach their goals.

Helping students to develop a deep love and respect for themselves, others, and their environment occurs through an open sharing of ideas and a judicious approach to discipline. When the voice of each student is heard, and environment evolves where students feel free to express themselves. Class meetings are one way to encourage such dialogue. I believe children have greater respect for their teachers, their peers, and the lessons presented when they feel safe and sure of what is expected of them. In setting fair and consistent rules initially and stating the importance of every activity, students are shown respect for their presence and time. In turn they learn to respect themselves, others, and their environment.

For myself, teaching provides an opportunity for continual learning and growth. One of my hopes as an educator is to instill a love of learning in my students, as I share my own passion for learning with them. I feel there is a need for compassionate, strong, and dedicated individuals who are excited about working with children. In our competitive society it is important for students to not only receive a solid education, but to work with someone who is aware of and sensitive to their individual needs. I am such a person and will always strive to be the best educator that I can be.

Another participant produced the Table below, as part of her final assignment. This may be the ideal comparison with the respect to what this particular teacher learned throughout the year about being a teacher, and an Ambassador at the same time.

Role as a Teacher	**Role as a STEM Ambassador**
Advocate for Students • Identify student's educational, social, emotional, cultural and physical needs. • Create an environment in which all students' strengths are nurtured and weaknesses are strengthened. • Ensure equal participation by students with disabilities and encourage same level of academic expectations as regular education peers.	Advocate for Students • Collaborate with educators to identify student's understanding/misconceptions about STEM education and careers. • Create an environment in which all students can focus on their strengths and interests. • Ensure inclusion of students with disabilities in all STEM related activities and projects.
Facilitator of Learning • Collaborate with other educators and share resources. • Frequently assess student engagement and learning. • Give students access to course content	Facilitator of Learning • Collaborate with other educators and share STEM-related resources. • Recommend more problem solving and projects based learning and evaluations. • Create website via googlesites.com and

outside of the classroom via the internet • Encourage students to take ownership of their learning. Decision Maker • Plan effective instruction/content • Use instructional strategies that promote critical thinking and problem solving skills • Use a variety of assessments • Accommodate diverse learners • Use effective communication (verbal, nonverbal, media) Determiner of Classroom Climate • Develop and reinforce classroom rules • Promote positive peer interaction • Establish positive relationships with all students • Provide expectations/safe environment Reflective Practitioner • Frequently examine teaching style, strategies and student achievement.	provide student/parent access. • Encourage students to utilize various technology resources such as google docs, etc. Decision Maker • Use engineering process approach when team/departmental planning. • Encourage higher order thinking and problem solving skills with lessons. • Emphasize projects based learning • Highlight extensive use of media by sharing knowledge of resources. Determiner of Classroom Climate • Assist in developing classroom rules • Encourage positive teacher-teacher and student-teacher interaction • Promote interactive/safe environment Reflective Practitioner • Frequently examine impact of role in creating a successful STEM program.

It is apparent that in the case of these teachers at least, these participants have learned a great deal not only about STEM topics, but obviously so much more, in terms of their own philosophical growth in the teaching profession. There is no doubt that the students in the classes of these teachers will be the beneficiaries of the content and ideas these teachers have been exposed to. A brief snippet of all of the participants ideas about teaching follows:

- For students to construct knowledge, they need the opportunity to discover for themselves and practice skills in authentic situations. Providing students access to hands-on activities and allowing adequate time and space to use materials that reinforce the lesson being studied creates an opportunity for individual discovery and construction of knowledge to occur. This is what STEM promotes.

- Today's students can list the many challenges facing our planet. They must learn how to problem solve in order to be the workforce for tomorrow…With the acquisition of knowledge and problem solving skills, students will achieve competency, and become self-confident, self-reliant individuals.

- I long to be a part of a learning community that incorporates the disciplines authentically and watches students expand their minds experientially… The process of learning is never passive as education does not happen to you but you make it happen.

- My curricular emphasis is to develop a student's potential to become future leaders... I want my students to be able to make connections and "think outside the box", critically as they explore

solutions to real world problems…I present basic information to students as it pertains to the subject and allow students to work cooperatively to discover and find solutions on their own.

- Projects that are STEM based and also aligned with State Standards improve the whole child...STEM projects are an incentive for children to be in school because it involves active learning. I try to expose students to as many careers as possible that would fit their skill set. There are so many careers that students should not feel limited. It is important for children to know that what they are good at is useful in society.

- Education is about determining how to learn and helping those around you to discover their own visions and missions in today's society. As an educational leader and as a STEM Ambassador, it is my responsibility to be a catalyst of change for teachers to be better than they are, to be a source of inspiration and encouragement.

- As educators, we can no longer allow our children and schools to fail. What can we do to stop this process? We must implement a PBL STEM curriculum to help our students develop flexible knowledge, effective problem solving skills, self-directed learning, and effective collaboration skills through motivation must be infused daily within the classroom.

- My content areas are science; however, my scope spans across all disciplines. By taking the time to familiarize myself with the other content areas' standards, I can find ways to plan units which incorporate math and language arts, so students realize (are exposed to) the concept that life is composed of multifaceted decisions, where their decisions can affect different areas of life.

- As a STEM Ambassador, I feel empowered to take a more active role in suggesting field trips, inviting role models (i.e. computer information specialists, engineers), recommending online resources, and introducing staff members to app development tutorials for ultimate use within the various classrooms…In my efforts to support other educators, STEM will become an interdisciplinary endeavor to help students acquire 21st century college and career readiness skills and become productive and technologically proficient citizens.

- Everyone has the ability to be the influential source in motivating others to do their best in any given situation. I believe this is possible through collaboration, participation, exploration, and enrichment. My ultimate target is to help our students perform and succeed to their fullest capabilities through STEM strategies such as project based learning, technology, research, career guidance, after-school STEM clubs, and rendering support to fellow educators.

- Teachers as professionals need to inspire and prepare students to purse STEM related careers…Teachers do not have to go it alone in this endeavor and can rely on professional collaboration by working in concert with other STEM stakeholders such as engineers, college professors, professional business leaders and local military associations. This unified effort will provide mentors for our students and enable teachers with a resource for "tomorrow's technologies".

- Innovation leads to new products and processes that sustain our economy. This innovation of math literacy depends on a solid knowledge base in the STEM areas. STEM promotes the ability to build one's own mental map. In so doing students will be better prepared to survive the rigorous curriculum of higher learning which will ultimately prepare them for the real world.

On-site visits:

On-site visits were conducted by the members of the Ambassador team, and the evaluation team. A rubric was constructed (Appendix) as a guide to determining the degree to which Ambassador teachers were utilizing pedagogy and skills learned during the year-long program, as well as to determine what affect this was having on student learning skills. In addition to the rubric, observations of classroom activity,

surveys, and interviews were analyzed to determine both teacher and student engagement in the PBL classroom activities. The different types of locations and activities observed precluded the use of the rubric in a standardized manner for all of the visits. In one case, the visit was conducted at a local pool, where observations and interviews of the student team and teacher involved in the activity was the primary data collecting methodology. In a couple of other cases, students were involved in various end-of-semester presentations/competitions (ie. bridge building), and again, observations and interviews were the primary data collecting strategy.

In a few cases, classroom instruction was actually taking place, and in these cases, the rubric could be used as a guide to the observations (refer to the Rubric in the Appendix for a description of each Level score definition. Table 2 shows average Level attainment scores for each observation area.

Table 2. Observation mean scores

Category of Observation	Mean Score
Instructional Strategies	3.60
Questioning Ecology	2.80
Critical Thinking	3.50
Questioning Level	3.20
Conceptual Development	3.25
Student Reflection on their learning (Metacognition)	3.25
Student Role	3.25
Knowledge Acquisition	3.30

As these are post-results, no direct conclusions can be drawn with respect to the effect of the Ambassadors program on the teachers or students. It would be ideal in future years to have observations of this type both before and after the Ambassadors program has been engaged in by the teachers.

Other observation techniques were employed, as mentioned above, including interviews (one-on-one, group, using video devices or not) with students, observations of a more general nature in classrooms where presentations were being made by the students (ie. not using the rubric because Ambassador-teacher led instruction was not taking place). By sorting through written comments made by evaluators, and spoken comments made in interviews with students, a number of categorical areas could be identified, and a general set of evaluative numbers could be assigned by transforming the number of observations and their level of affect using a standard Likert Scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree. The results of this can be seen in Table 3

Table 3. Ethnographic categorical observations and scores

Category of Observation	Rating
Learning about science by doing projects is much more interesting	3.5
Working in groups helps everyone understand better	3.8
PBL classrooms are different (better) than traditional classrooms	3.9
Sometimes it is difficult to figure out how a project relates to what a student thinks they are supposed to be learning	3.0
Learning about science and math by doing projects was much more fun, interesting, and relevant than traditional classroom learning	3.8
Students learned a lot more about how math connects to everyday situations	3.5
Students are much more interested in STEM topics when PBL is used	4.0
Students learn important corollary skills such as the value of: teamwork, effective communication, preparing ahead of time, listening to each other; valuing each other's opinion	4.0

June 16-17, 2014 Career & Career Pathways Workshop and Industry Tour

The STEM Career & Career Pathways Workshop and Industry Tour was held at the Caw-Caw Interpretive Nature Center and Beaufort-Jasper Water & Sewer Authority. At the Caw-Caw Interpretive and Nature Center, teachers learned about the programs offered by the Center, and the types of opportunities for students, including Wetland and Biological monitoring. Teachers also learned about the history of this part of the lowcountry, including the workings of the former rice field plantations that once existed here. At the Beaufort-Jasper Water & Sewer Authority, teachers learned about how the plant operates, but more importantly, working in this industry as part of the STEM career training the teachers are learning about. The following day, a panel discussion was held with four local industry representatives. Along with useful information on what each of the industries does in relation to STEM

careers, the teachers also learned about opportunities to take their students on tours of these facilities. This part of the 2-day program was extremely well received by the Ambassadors. One teacher commented "*The panel discussion was fabulous! All the panelists were well versed, shared pertinent information, and made the workshop more meaningful. Exposing students to the numerous opportunities available in STEM careers would significantly enhance interest in those areas. The real life representations were mesmerizing, and I'm sure the experience would be identical for our students*."

July 21-24, 2014 Summer Workshop

This 4-day Workshop was organized by the S^2Tem Center SC. The primary objectives were to introduce to the teachers a variety of content and teaching opportunities in STEM using a PBL pedagogy. Throughout the week, a number of design challenges were introduced to the teachers using a pedagogical framework that was intended to model the same process it is hoped the teachers will use in their own classrooms. These sessions were very well run and the teachers were engaged in the process at a very high level. Results of an end of the Workshop Survey are displayed in Tables 4-8.

Table 4.

The S2TEM Center SC Professional Learning Experience provided was:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disag	Total Responses
....clear and understandable	12 (80.0%)	3 (20.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15
....well organized	13 (86.7%)	2 (13.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15
....relevant and applicable to n	14 (93.3%)	1 (6.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15

(Note: the full third statement was: *.....relevant and applicable to my work*)

Table 5.

As a result of this S2TEM Center SC Professional Learning Experience, I feel:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disag	Total Responses
I was provided with the tools I	13 (86.7%)	2 (13.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15
Better prepared to implement	14 (93.3%)	1 (6.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15
Better prepared to change pro	14 (93.3%)	1 (6.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15

(Note: the full statements were: *I was provided with the tools I can use in my interaction with my colleagues. Better prepared to implement the strategies and ideas that were presented. Better prepared to change professional practice.*)

Table 6.

Overall, this S2TEM Center SC Professional Learning Experience was worth my time and effort to attend.

Response	Chart	Percentage	Count
Strongly Agree		87%	13
Agree		13%	2
Neutral		0%	0
Disagree		0%	0
Strongly Disagree		0%	0
	Total Responses		**15**

In addition, teachers were asked to respond to two open-ended questions. The responses are in Table 7 and Table 8 below.

Table 7.

How did this S2TEM Center SC Professional Learning Experience further your professional goals?	
#	Response
1	Look at STEM from a district level to change and improve effectiv e learning
2	This has given me the knowledge to try and slowly implement STEM across the entire
3	Introduced me to additional resources and strategies for implementing STEM lessons
4	My goal is to be a role model for teaching STEM-based PBL for other teachers and I've gaomed more tools, resources and contacts to work toward this goal.
5	My goal is to be a role model for teaching STEM-based PBL for other teachers and I've gaomed more tools, resources and contacts to work toward this goal.
6	- introduced me to a plethera of relevant resources (online, printed, etc...) - provided professional development for problem based learning and app development
7	I am well equipped to implement the strategies learned. PBL will be the focus of my
8	I was amazed on how you can implement engineering. I now have a sound idea of what engineering is.
9	I am absolutely comfortable with the strategies which were practiced and discussed.
10	It helped me improve certain disciplines to achieve my goals. Really, I am enriched with knowldge for a real world situation.
11	Shows me how to better impact the learning of my students
12	I enjoyed the challenge Projects and will implement them into my curriculum
13	I have a clear idea of how to use PBL in my classroom
14	Collaborative strategies were explored that will make my class more interactive

Table 8.

In what ways have you used, or how might you use this information in your work? |	
#	Response
1	Professional Training, vision of the district, and overall strategies for how to do that
2	I will be able to provide better PD for the district's Math teachers and help make sure the right supports are available at the district and the schools.
3	Introducing the importance of STEM education to principals and teachers
4	My lessons reflect what I learn and I hope to share lessons/ activities with co-workers.
5	My lessons reflect what I learn and I hope to share lessons/ activities with co-workers.
6	-collaborate with colleagues - PBL lesson plans - learning strategies to improve/enhance classroom learning and assessment
7	I have used some of the assessment strategies, but I have learned about so many more. Also, the learning strategies
8	I can use this information to enlighten my grade level team and then allow it to spread throughout the school.
9	Incorporate some of the activities
10	I am going to use these assessment strategies, problem-based learning techniques and other various resorces in my school to make teaching and learning more fun and effective.
11	Collaborative Culture is a wonderful strategy for a new way of learning.
12	Establish more problem based learning
13	In my Problem based activitities in my classroom
14	I will use this information I have recieved through STEM in my classroom to mould my students for college
15	Collaboration with other STEM teachers on campus

Final Conclusions

From all of the evidence available, it appears that the Ambassadors program has had a very successful inaugural year in preparing the teachers enrolled in the program for teaching STEM areas using a PBL pedagogical approach, and at the same time, instilling in these teachers the philosophical underpinnings to be true ambassadors for STEM in their schools. I think the Citadel STEM Center did an excellent job organizing and presenting the variety of experiences offered throughout the year, and the Citadel teaching staff did a very good job in presenting the EDUC 546 course. The 4-day Workshop presented by the S^2TEM Center SC was an excellent example of presenting a wide array of experiences using a PBL approach, and the teachers were very receptive to the materials and approach. Comments throughout this document on various tweaks to certain aspects of the program should help the STEM Center staff make adjustments to make this program that much more useful for lowcountry teachers in South Carolina.

Appendix A. On site Observation Rubric

Category of Observation	Level 1	Level 2	Level 3	Level 4
Instructional Strategies	Teacher predominantly lectured to cover content.	Teacher frequently lectured and/or used demonstrations to explain content	Teacher occasionally lectured, but students were engaged in activities that helped develop conceptual understanding.	Teacher occasionally lectured, but students were engaged in investigations that promoted strong conceptual understanding.
Questioning Ecology	Teacher lectured or engaged students in oral questioning that did not lead to discussion	Teacher occasionally attempted to engage students in discussions or investigations but was not successful.	Teacher successfully engaged students in open-ended questions, discussions, and/or investigations.	Teacher consistently and effectively engaged students in open-ended questions, discussions, investigations, and/or reflections.
Critical Thinking	Questions focused on one correct answer; typically short answer responses.	Questions focused mostly on one correct answer; some open response opportunities	Questions challenged students to explain, reason, and/or justify	Questions required students to explain, reason, and/or justify. Students were expected to critique others' responses.
Questioning Level	Questioning rarely challenged students above the remembering level.	Questioning rarely challenged students above the understanding level.	Questioning challenged students up to application or analysis levels.	Questioning challenged students at various levels, including at the analysis level or higher
Conceptual Development	Teacher encouraged learning by memorization and repetition.	Teacher encouraged product- or answer-focused learning activities that lacked critical thinking.	Teacher encouraged product- or answer-focused learning activities that lacked critical thinking.	Teacher encouraged process-focused learning activities that involved critical thinking that connected learning with other concepts
Student Reflection on their learning (Metacognition)	Teacher did not explicitly encourage students to reflect on their own learning.	Teacher explicitly encouraged students to reflect on their learning but only at a minimal knowledge level.	Teacher explicitly encouraged students to reflect on their learning for understanding level (metacognition)	Teacher consistently encouraged students to reflect on their learning at multiple times throughout the lesson; encouraged students to think at metacognitive levels
Student Role	Students were consistently passive as learners (taking notes, practicing on their own).	Students were active to a small extent as learners (highly engaged for very brief moments or to a small extent throughout lesson).	Students were active as learners (involved in discussions, investigations, or activities, but not consistently and clearly focused).	Students were consistently and effectively active as learners (highly engaged at multiple points during lesson and clearly focused on the task).
Knowledge Acquisition	Student learning focused solely on mastery of facts, information, and/or rote processes.	Student learning focused on mastery of facts and process skills without much focus on understanding of content.	Student learning required application of concepts and process skills in new situations.	Student learning required depth of understanding to be demonstrated relating to content and process skills.

Appendix B. Report of the STEM Ambassadors Program Kick-Off, Retreat, and Workshops

Executive Summary

STEM Ambassadors is a program developed by The Citadel's STEM Center for Excellence that ultimately seeks to place content, career, and pedagogical-experts, "STEM Ambassadors", in classrooms across the Lowcountry and beyond. The program has the following objectives:

> **Objective 1:** In partnership with local STEM industries, state-wide higher-education faculty, statewide STEM education experts, and regional K-12 curriculum coordinators, the STEM Center of Excellence at The Citadel will develop a series of effective professional development activities for area K-12 teachers of STEM disciplines. The professional development will focus on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness.
> **Objective 2:** Over the course of a summer and an academic year, the STEM Center will deliver the series of professional development activities to teachers.
> **Objective 3:** Following the summer and academic year instruction, teachers will participate in a STEM Externship Preparation course and 3-day summer externship in a local STEM industry. Upon completion of the professional development series and externship, a subset of participating teachers will be designated as a STEM Ambassador.
> **Objective 4:** The STEM Center will facilitate the implementation of STEM Ambassador-lead professional development programs in home-school districts.

The activities that will support these Objectives "*will directly impact teachers and students from Beaufort, Berkeley, Charleston, Dorchester 4 and Jasper counties. STEM Ambassadors will be agents of change in the development of STEM skills necessary for success in college and in the workforce. Through the efforts of the STEM Center, an exponential number of teachers will improve their STEM skills and their ability to teach STEM concepts to diverse populations. By involving higher education, the STEM industry, and district curriculum leads in the development and delivery of professional development, teachers will have the skills to make their traditional STEM content relevant and engaging and will have new resources that will enable them to teach in innovative and exciting ways. Additionally, teachers of non-STEM subjects will learn ways to bring STEM content and skills into their classrooms while meeting state standards.*"

Goals	Objectives
Place content, career and pedagogical experts (STEM Ambassadors) in classrooms across the Lowcountry	Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that is comprised of online and in-person modules that focus on interdisciplinary STEM content and pedagogy with a concentration on college and career readiness
	Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that builds knowledge and skills in utilizing technology to create and deliver STEM content for their classroom
	Develop and deliver a year-long professional development program for middle and high school teachers of STEM disciplines that provides training in successful leadership models that integrate STEM into educational endeavors
Build and expand upon existing relationships with Lowcountry school districts to serve as a resource for STEM education.	Facilitate formation and implementation of STEM Ambassador teams to serve as future STEM mentors and leaders in their home schools/districts by selecting some participants to continue in year 2 activities.

The focus of these Objectives is clear: prepare a cadre of teachers that have enhanced content knowledge and pedagogical skills to deliver a high quality educational experience to the students in the Lowcountry of South Carolina with respect to STEM content areas. Whereas these Objectives speak to the overall program, they do not necessarily address some of the problems identified by the teachers with respect to the main delivery system for pedagogy and content, the EDUC 546-W1 course at the Citadel. I believe there needs to be a more regular (twice a month?) meeting of all of the participants in a face-face format, which will not only address some of the technical issues identified as problematical, but will also enhance the professional relationship that these Ambassadors seek to have with each other as teaching professionals, and to learn more from the staff at the Citadel vs. what can be done online. In addition, it would be advisable that OwenEd Consulting have easier access to the online discussion forum and to the course itself (ie. enrolled in the course via Blackboard) to enable a better monitoring of events taking place throughout the year.

Summary of findings

Overall, the September 7-9 Ambassadors Kick-Off Event was very successful in beginning the year-long process of achieving the goals set out for the program. Participants were able to, in a comfortable and encouraging environment work through the startup issues of any program such as this. They became comfortable with each other, with the staff of the Citadel-STEM program, and with the various technologies and ideas related to PBL that they will be working with over the course of the year. This was no small task to accomplish all of these things in a short 2+ day experience, and it is to the credit of the Citadel STEM staff that organized all of this so well that this occurred in the fashion it did. I think there are minor tweaks that can help this work even better in the future, but my overall feeling is that this program is off to a great start with a group of very enthusiastic teachers.

Introduction

This evaluation covers the activities that took place at the 2013-14 STEM Ambassadors Program Kick-Off and Retreat, which was held at the Palm Key Retreat Center near Ridgeland SC, from September 6-September 8, 2013. The meetings took place in a large, open meeting area ("Gayle's Conference Building", or GCB) with an attached kitchen area, which turned out to be a very time saving option, as lunch and dinners were served in the same place as the meetings were held, helping to facilitate the "working lunches and dinners" that took place. Ambassador participants arrived around 5:00 p.m. on the 6th of September; forms were filled out related to various aspects of the program, including those associated with the Samsung Galaxy Note 10.1 Tablet that each participant was given. A neat ice-breaker event, "STEM Ambassadors BINGO" took place prior to the formal welcome by Dr. Kathy Richardson Jones; this was a very fun way for participants to introduce themselves to each other, and accomplished the intended task well. During dinner, which followed the ice-breaker, participants introduced themselves to the group at large, and directly after dinner, an affective 7 item Survey related to comfort levels in teaching STEM content (Table 1), and a pre-program 17-item content instrument were administered.

Table 1: Comfort level in teaching math and science

Please rate your comfort level for each of the following items on a scale of 1-4	Total	Mean	% Below Comfortable
1. Teaching Math Concepts	13	3.5	15%
2. Teaching Science Concepts	14	2.4	57%
3. Teaching with Project-Based Learning	13	2.9	39%
4. Connecting Math and Science Concepts to Other Disciplines	13	2.7	31%
5. Connecting Math and Science Concepts to Careers	14	2.9	23%
6. Utilizing Technology Applications in Your Classroom	14	2.8	43%
7. Knowledge of 21st Century Skills	13	2.9	31%

Based on these results of the 7-item Survey, it appears that the main area of concern for the responding teachers is teaching Science content, which is understandable given that 10 of the 14 respondents are Math teachers. There appeared to also be some concern about connecting math and science concepts across disciplines and to a lesser degree, using a Project Based Learning (PBL) approach to teaching content in their classrooms. The teachers appear to be quite comfortable in their teaching areas, but did also express some concern about using technology in their classrooms and their knowledge of 21st Century Skills. This program, then, has the potential to impact several areas area of concern throughout the year that the activities designed for the upcoming year are designed to address.

The first night finished with a presentation by Dr. Deepti Joshi titled "Technology Today and in the Future. This was a fascinating PowerPoint presentation that presented a variety of new approaches to architecture (kinetic architecture) and engineering, which included a retractable "future home" in areas prone to tornadoes and hurricanes. After the presentation, participants were asked to fill out a "Thoughts and Reflections" form, which they also did following the events of each day's activities. The participants were given very little (if any) instructions, other than to write about how they felt the day went. The idea was to let them come up with their own ideas on what was important, or what stood out.

Analysis of September 6 Thoughts and Reflections

Many positive words were used by the 13 respondents: "interesting, excited, welcoming, outstanding, informative, enjoy, looking forward to" were common words and ideas in the responses. Participants were also very pleased with the networking possibilities with other teachers, and in particular were excited about learning how to use the Samsung tablet (or in many cases learning about new apps, as many of the teachers were already using tablets). Participants also commented on a regular basis about feeling better about their own problems in teaching STEM in their classrooms having heard similar stories from other participants during the evening. I believe this helped in participants becoming comfortable with each other, and also gave them a unified sense of looking forward to learning about new ways to teach STEM in their classrooms. A few examples of comments are below:

- The Kickoff was much more than I expected. The introduction was very informative, the food was excellent, and the Tablets are awesome. I can't wait for tomorrow!

- The Introduction to STEM has opened a window as to how to impact everybodies life with science and technology. STEM has also raised a ray of hope which will help us in our classroom and change the live of our students.

- I am excited about the STEM class. I want to learn how I can implement what I have learned in their class in my classroom and how can STEM help my students for career readiness. How will STEM help me to engage my students and make my class more excited and engaged. How can I make math blend with other subjects.

- How exciting to begin digging deeper into a program that I feel passionate about! Teaching becomes bland when there is no end product to the learning so STEM provides that avenue to apply math and science in the real world. So tonight we opened the door to a year-long adventure to grow as educators in the acquisition of knowledge needed to bring our students into the 21st century. The collaboration with top educators is going to make this adventure even more intriguing. I can't wait to dive deeper into the program tomorrow.

- I am looking forward to this workshop. It is nice to network with people of like mind. STEM is exciting. It is applicable. It is technology at its best. Being in an environment that is relaxing allows for better attainment of information. I find this to be empowering.

Day 2, September 7 began at 9:00 a.m. in the GCB with a presentation by Glenda and Kathy titled "Project Based Learning for the Citadel's STEM Ambassadors". The presentation began by Glenda asking the teachers what their learning experiences were like during their educational process. Most responded with the idea that their experience was similar to many classrooms yet today; teachers telling them a bunch of information that had to memorize, without really connecting these facts together in any usable or real world way. A few lucky teachers did report that

they had been engaged into more critical thinking and inquiry-based teaching, but that was certainly not the norm from the responses given. During this time a couple of teachers that had been a part of other Citadel STEM initiatives (Morris Island Summer Institute, and the "Tallow Tree Institute") shared their experiences related to the usefulness of these types of workshops in helping to empower teachers to offer different types of learning environments for their students. They found that their students were far more engaged in the learning experience, and that Administrators also had "buy in" given the timely nature of STEM in the lowcountry (with Boeing and other STEM related businesses). During this session, a couple of videos from edutopia.org were presented (note for future: these need to be downloaded first, as connectivity in the GCB was slow). A really great video showing the advantages of PBL in a bunch of different classes, especially science classes was shown. As another note for the future, this particular video was good, although it did not have the math, technology or engineering components. It would be useful to find math and other classes being taught using PBL.

The morning session continued with an activity called "PBL Driving Questions". This was intended to show teacher-participants how to create driving questions that are:

- Provocative
- Open-ended but feasible
- Focused
- Challenging
- Real-World
- Linked to Standards

The teachers were shown a possible template to help them frame these questions: "How can we, as _____ (role) do a task/create a project for/to/that _____ (purpose and audience).

Much good discussion ensued related to classroom activities that could be undertaken. This was a really good part of the networking and brainstorming that teachers really need to be a part of, and in particular, advice was given by veteran teachers related to how Administrators could be convinced to allow teachers to engage their students in PBL.

Lunch followed, and during/after lunch teachers learned how to load apps on their tablets. It was a time of some frustration by some of the teachers who had never used a tablet before, and it was very nice that a couple of the teachers were very tech-savvy and helped other teachers figure out how to load apps (note for the future: this part of the program probably needs more time and a slower approach, given the broad range of tech-capability of the teachers). During this time, Deepti introduced teachers to web-site creation, and Dr. Chrysoula Malogianni also gave a presentation on web site development.

Following an afternoon break (4-5:30), participants reconvened at the GCB. This session began with a Poll Everywhere survey asking teachers about their comfort level with technology; there was also an open-ended question asking what they wanted more information on. After this, Glenda shoed an engineering video (difficult to hear), and also other material from the EGFI website.

For the remainder of the evening, groups worked together to figure out what kind of PBL activity they would begin creating for their year-long project. Kathy spent a lot of time at each table helping the teachers think about what they might want to do given the expertise and experiences of the group members, and also what would actually be possible given the various constraints they would face. Kathy also showed the teachers the PBL site BIE.org, which has a ton of great links and ideas for teachers to use in their development pahse.

Analysis of September 7 Thoughts and Reflections

At the end of the evening, the teachers were asked to once again fill out a "Thoughts and Reflections" form. Common positive words like "informative, exciting, interesting, pleased" were used by the 13 participants. Some teachers did report some frustration with the tablets; issues related to connectivity in the GCB, too fast a pace for some teachers that didn't know how to use a tablet, etc., but these were a minor component of the overall comments. A few examples of the comments follow:

- I enjoyed learning about the apps and also about creating the web site which is really interesting and I will be able to organize all my work in my web site and it is also easily accessed by the students. I am excited to learn about creating my apps which I can use in my class according to my student's grade level

- It is quite exciting today. I learned a lof things about STEM. I downloaded so many apps like 3D Brain, Math Workout, Alchemy. I learned how to take technology to the classroom learning environment.

- Information I gained today was very helpful. I am anxious to implement this in my classrooms.

- A truly awesome learning environment today. I gained a much better understanding about apps and website design. The mere mention of the word engineering tend to instill a sense of fear but these hands-on activities provided insight that abated my concerns

- I have had an aw Ha moment!! I am always looking for ways to excite the fire that I know that all kids have and I have found it today in the STEM program. I'm excited and now raring and ready to go. Ready to learn more so that I can do and share more with my students.

- Today, we had the opportunity to explore the apps available for the Android Tablet. Having used an ipad for the past year, I found the variety of apps for Androids intriguing. As I perservered through the application of my new technology, I became more comfortable with using it. I attempted to make a webpage on sites.google but it did not turn out to my satisfaction so I will try again.

- I have learned a lot today. I am looking forward to learning about making apps. I am pleased to be here. I feel empowered and excited about sharing this information with my students and colleagues. It is nice to see how technology is applicable in everyday life. I just love learning how to use STEM information to help improve humanity.

- The morning apps activity was good. I would have liked to have time for sharing, though. The break activity was wonderful! After lunch activities were frustrating. Lack of connection prevented me form being able to keep up. This would have been a good time to talk about project ideas. I was becoming anxious and discouraged. Evening brainstorming was what I've been waiting for!!!

- The technology integration today was challenging in the beginning because it was new information. This leads me back to how the kids must feel when introduced to new material. I have to become more aware of how things should be chunked for students. Also, the integration of websites was a challenge for me this summer when putting together my site for my class. I am going to have to maintain my bearings to integrate this information in my room, I am looking forward to developing lessons and apps.

Day 3, September 8 began at 9:00 in the GCB with a discussion by Kathy of the Online Class the participants would be involved in: Central Issues in Education; Kathy mentioned at this point that they are STEM Ambassadors so they need to be involved in curriculum reform. Kathy then gave a Prezi presentation on curriculum issues. Chyrsa then showed the teachers how to get onto Balckboard, and also how to post, reply, etc. There was some confusion by the participants here (note for the future: slow down!). Chrysa also showed the participants how to create a Blog, and again, connectivity problems and a good amount of confusion followed. These are very good activities, but I think the presenters need to be aware of the limitations of the technology (connectivity speed) and the unfamiliarity of some participants with how to use the technology. Rhett was essential during this process in moving around to the various groups and solving problems as they occurred.

After a short mid-morning break, each of the Tables (groups) was asked to present their ideas so far as they had been developed, for their year-long PBL project. Some of the groups were further along than others, but all of the groups seemed to have worked together well with the other members to come to a good consensus on what they were going to try to do, and what some of the problems were that they perceived would cause them the most difficulty in accomplishing their tasks. This is where the overall group dynamic worked real well, as participants in other groups

were able to make comments and use some of their own experiences to help other groups work through their difficulties.

Qualitative Assessment Summary and Recommendations

I think there is little doubt, based on an overall analysis of the comments made by the participants in the STEM Ambassadors Kick-Off Retreat that this three day program was organized and carried off in an exemplary fashion, and that the participants gained a great deal of knowledge about the expectations of the program, became familiar with each other in a very easy going setting, and were set off on this year-long program with great excitement and enthusiasm. There are only a few minor adjustments that I think need to be made that will enhance the overall experience in future years:

- Make sure that Gayle's Conference Building (GCB) has better connectivity to the internet, in terms of speed and stability. Some of the frustration that was reported by some of the participants can be directly addressed by this factor.

- Spend a little more time during the various phases of introduction to the Android Tablet. Whereas some participants were easily able to master the various tasks with no problem at all, some had more difficulty outside of the connectivity problems mentioned above. Although the STEM staff did a great job moving around and helping those that were having difficulty, there was some lag time in the responses for help, and this would put these teachers behind others, and again, caused frustration.

- There were a reasonable number of comments related to some uneasiness with respect to developing Apps during the year, and more importantly, in developing their Project Based Learning project with their classes. Although a good deal of time was devoted to this, and groups worked well together in trying to come up with good projects, more time might be spent helping at least some of the younger teachers (in terms of years of service) develop their ideas.

The two components of the September 2013-May 2014 timeframe included two workshops (in person modules) where teacher participants meet together with the STEM staff (December 2, 2013, and March 31, 2014), and the online course EDUC 546-W1 (Leadership and Critical Issues in STEM Education for The Citadel's STEM Ambassadors 2013-2014). To date, one workshop has been completed, and the evaluation of the Reflections that teachers posted after the workshop verify the importance of real-time face-face meetings with the teachers, especially during the app development phase (teachers needed to have Phase 1 completed by the December 2 meeting) that is one of the components by which teachers are being evaluated. Teachers reported various difficulties in using the app-development software on their tablets, but most were able to successfully complete their assignments on time. Many mentioned the value of meeting with the other participants and the staff at the STEM Center in helping to work through problems that the online instructions made difficult at times. Many of the teachers mentioned difficulties in getting assignments accomplished by the due dates posted, but most of the teachers were submitting their assignments in a timely manner. Of particular note is the amount of confidence and increasing ability to create and work with apps on their tablets as teachers moved through the various app development phases (Phases1-5 at this point). It appears that the STEM Center teaching staff are doing an excellent job providing online support, feedback, and advice when needed.

During the fall and early spring, teachers have also been reading a series of papers and watching online videos as a part of the EDUC 546-W1 course. A large percentage of their final grade (30%) is based on the Discussion Forum posts and replies based on these papers and videos. The teachers have been producing a high quality set of comments on the various topics that have been presented so far. It is obvious that these Ambassador-teachers are taking this course very seriously, and that the choice of papers and videos that is being provided by the STEM Center are very relevant to the various pedagogical and other aspects necessary for producing the kind of teacher-ambassadors this program envisions. The STEM Center staff have also provided extensive and well thought out replies to the various points the teachers are making in their blogs. I am impressed by the timely manner in which posts by teachers are responded to by other participants and the STEM Center staff. The fact that this course is asynchronous does not seem to be hindering in any way the delivery of a high quality course in terms of pedagogy, content, evaluation, and course-instructor feedback.

The following is just one example of dozens that highlights the teacher-participant and STEM Staff post and response:

Teacher post:

We all want to be the teacher that Ramsey Musallam refers to as a "cultivator of curiosity and inquiry" because our students' interests would be sparked and they would be drawn to our teaching. The key, he states, lies in the questions asked, which act as magnets drawing students toward us. Having the guts to confuse and perplex our students is his first rule to spark student engagement, followed by trial and error, then reflection and revision. The windows of great learning can be opened by each student when they are enticed to ask, "Why?"

Musallam's approach to instruction aligns nicely with brain-based teaching strategies. Thinking about thinking is another way to describe this strategy, where students actively build their learning skills through discussion or journaling and then passively recall what they have learned through processing and consolidating. However, the best teaching strategies are only as good as HOW the teacher approaches the lesson. We, as educators, must also actively discuss our best (and worst) practices with our colleagues to share and perfect our craft. Equally important is the time to relax, take a break, enjoy some nonlearning time, to allow all we have done to settle in our minds so we can passively reflect and "embrace the messy process of trial and error in teaching." And then we are equipped to face the greatest challenge of critiquing our own strategies so we can design and revise each moment with each student in each class so that they will be curious enough to want to learn more.

STEM Center Staff reply:

You did a magnificent job of addressing Musallam's three rules to spark learning. You stated, "However, the best teaching strategies are only as good as HOW the teacher approaches the lesson." This is an extremely crucial point and I applaud you for highlighting and expounding on its significance. Musallam also alluded to the HOW when he characterized his pre-epiphany phase as "pseudo-teaching." I believe "cultivating curiosity" requires a level of confidence that many of us abandon given the fear of not teaching to the standards. Do we really have time to "confuse and perplex" in order to spark student engagement while simultaneously providing differentiation of instruction to accommodate various ability levels? I also think many students have become frightened of being wrong through years of preparing them not to fail standardized tests rather than encouraging them to question the "whys." I really liked the analogy Musallam used of likening questions to magnets which will draw the student's attention toward the teacher. Perhaps his suggestion(s), if used consistently, will make curiosity a mainstay within the classroom rather than a fading and impromptu attention getting strategy.

I think these passages highlight that there is good alignment between Objectives 1 and 2 above, and the first objective of the course itself. The content being provided to the teachers in an online format, and the advantages of asynchronous presentation of the course content is helping these teachers have the time to read these important papers, and to also have the time to reflect in well thought-out responses as part of the assignment. The choice of a paper for the teacher-participants to read that includes both pedagogy and the effects of pedagogy on learning is especially important as these teachers are learning how to implement pedagogical changes in their classrooms. There is significant research that indicates success in making such changes in teaching pedagogy requires a great investment in time and resources by the teachers making the changes, and the Ambassadors program in my estimation is definitely on the right track in providing teachers with materials and expert support that will help them be successful in this transition.

Midterm Survey of EDUC 546-W1

A brief Survey was conducted with the teacher participants in the EDUC 546-W1 course at the midterm break to gain some perspective on how teachers felt about a number of aspects of the course to date. Teachers were first asked to rate their overall impression of the course, and although not all of the teachers responded (n=7), four rated the course as "excellent", and three rated the course as "good". There were three additional questions on the Survey; each of the questions follows with examples of responses and analysis of all of the responses for each question.

Question 2: *Please describe the course activities that have most enhanced your learning in the online course (What has worked for you?).*

Project based learning, online discussions, and learning from other teachers during the meetings at the Citadel stand out as the highlights of the course to date. The following are a few of the responses that represent these themes:

- *I really enjoyed interacting with the other members of the class on December 2, 2014. Getting hands-on assistance from the instructors and collaborating on the stem projects with other class members was exciting and extremely helpful.*

- *As with previous STEM courses at The Citadel, I enjoy the opportunity to create a problem-based learning opportunity for my students. This course has allowed me to explore not one, but two problem-based projects.*

- *The course activities that has most enhanced my learning in the online course is gradually I learned how to develop my own apps and how to create the block editor for different app.*

- *I have enjoyed the TED Talks the most.*

- *The discussion questions. I love the interaction*

- *Some course activities that have most enhanced my learning in the online course include the online discussions, learner's blog, and app assignments. I have learned many new teaching strategies through the videos and have been enriched by my colleagues' responses to them. The online discussion helped me know other teachers' opinions to the concepts and to interact with them through consistent feedback. Overall, the app assignments expanded my knowledge deeply. Through the course so far, I have learned to construct my own app, make changes to it, and develop it.*

Question 3: *Please describe the course activities that have been least helpful to your learning in this course. (What hasn't worked for you?)*

Peer interactions and some difficulty with technology (from a couple of standpoints) appear to be the main themes that stand out for this question. It appears that teachers want more interaction with each other as they go through this process, as well as having more time with the staff at the Citadel as well in face to face meetings. The technology problems are twofold; in some cases teachers are having difficulties with their Android app development because they are unfamiliar with the process, and the online help does not appear to be as useful as an in-person approach would be. The other problem is the ability to actually use their tablets in their classrooms due to wifi not being available.

- *The least helpful portion of this course to my learning has been the peer interaction. I have not collaborated with other teaching professionals as much with this course as I would have liked. While the reflections from the TED videos provided a forum for discussion, I have not had an opportunity to bounce off ideas and glean new ideas from my colleagues, especially since having to change to a new project.*
- *Technology has been a great challenge for me. I could not use the tablet at school with my student because the school distinct would not allow access to the WIFI. My students did not get the opportunity to develop and use apps in the classroom or around campus.*

- *I would much rather have a warm body next to me when I try to create an APP.*
- *The course activities that was least helpful for me was I wish we would get to learn more basic steps to create the block editor before we started doing the 22 page editor .*

Question 4: *Please provide any additional suggestions, comments, or ideas you have for improving this course.*

It is obvious from the responses to this questions that teachers really want more time with the course instructors in a face-face manner. I think many of the problems identified in the responses to this question could be solved with more regular meetings at the Citadel or on site with the teachers.

- *One suggestion for this course would be a monthly 2-3 hour meeting to collaborate, troubleshoot, brainstorm, etc. on projects and assignments. The complexity of this endeavor and the depth of the assignments could be enhanced with communication and feedback.*
- *The initial face-to-face meeting on December 2: Should be extended to a two-day workshop, it was too much information for one day. Increase the face-to-face workshops – Monthly or every two months to assist students with their projects or provide them with hands-on assistance.*
- *This course is very enriching for teachers as we get to learn how to develop apps, improve teaching strategies, and interact with one another for maximum achievement. An additional suggestion would be for teachers to have more face to face meetings along with the Citadel faculty where we can give updates, ask doubts, and interact more.*
- *More face to face time when it involves technology.*

Recommendations

Overall the Ambassadors program appears to doing a good job of addressing the objectives that were proposed to the CHE in their first year grant cycle. As is the case with any grant, adjustments are a necessary part of the process, and in response to a number of issues identified by the staff at the STEM Center at the Citadel, an more refined set of Objectives has been worked out as follows:

Center of Excellence in English Language Learners

Claflin University

Dr. Nan Li

Evaluation

Submitted on August 10, 2014

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Introduction and Overview

The Center of Excellence for English Language Learners (ELL) at Claflin University is designed to provide in-service educators with the skills to meet the needs of students who are learning English as a second language. A central aim of The Center of Excellence for English Language Learners is to support teachers with instructional techniques and strategies to support their students and improve their outcomes.

According to the Interim Continuing Request, "The evaluation assesses the goals and objectives of the project. The goals and objectives are aimed at improving the L2 acquisition knowledge and teaching skills of in-service teachers and English language proficiency of the ELL students. A variety of the assessment data have been used to measure the outcomes in order to address the obtainment of the two goals and three objectives of the project. The project director has met with the program evaluator and kept regular email correspondence several times during the academic semester to discuss about the program evaluation and related issues with the data collection and analysis processed as planned." The goals of the project are:

1. Develop an exemplary teacher training model that is collaborative, field-based, and uses proven strategies to prepare teacher professionals for effective teaching to improve instruction and achievements for K-12 ELLs;

2. Develop an influential constituency and leadership role for the ELL Center that is composed of stakeholders to work with the Center over the period of funding and beyond to support the academic success of the ELLs so that these K-12 students are college and career ready (CCR-CCSS components) in literacy no later than the end of high school.

The objectives are:

1. Participants will *learn* and *gain* the basics of L2 theories and teaching strategies through on-campus workshop training and field-based practices;

2. Participants will *have* the enhanced L2 theoretical knowledge, teaching strategies/skills, and the improved dispositions to work with K-12 ELLs;

3. K-12 ELLs will have the improved L2 proficiency to enhance their content knowledge so that they are college and career ready (CCR-CCSS components) in literacy, i.e., reading, writing, listening and speaking skills.

The survey items focused on helping educators (1) deepen their *understanding* about ELLs and how best to teach them; (2) enhance and deepen their *knowledge* about ELLs and how best to teach them; and (3) improve their *instructional practices* with ELLs. In addition, the surveys assessed the effectiveness of the facilitators/presenters.

Importance

The focus of the Center and the professional development it provides are essential in supporting teachers to meet the complex needs of ELLs. There are no issues more important than those focused on through in the Center of Excellence in English Language Learners. One-of-six students in U.S. (public) schools speak a language other than English (Howard, 2010; Milner, 2010). Between 1991-2000, 82% of documented immigrants came from nations in Asia, Latin America, the Caribbean, and Africa.

Currently, most immigrants who come to the U.S. are from nations in Asia and Latin America. According to the National Center for Education Statistics (2014):

> The percentage of public school students in the United States who were English language learners was higher in school year 2011–12 (9.1 percent, or an estimated 4.4 million students) than in 2002–03 (8.7 percent, or an estimated 4.1 million students). In contrast, during the latter part of this period, between 2009–10 and 2011–12, the overall percentage of ELL students remained about the same (9.1 percent or an estimated 4.4 million students).
> http://nces.ed.gov/fastfacts/display.asp?id=96

There are three school districts in Orangeburg: *Orangeburg District 3*, which has 4 Elementary Schools, 3 Middle Schools and 1 High School. *Orangeburg District 4*, which has 1 Primary School, 3 Elementary Schools, 3 Middle Schools, and 3 High Schools. *Orangeburg District 5*, which has 8 Elementary Schools, 4 Middle Schools, and 3 High Schools.

During the 2007-2008 school year in Orangeburg District 3, a total of 3,260 students were enrolled with 15 ELLs. In 2008-2009, 3,176 students were enrolled with a total of 38 ELLs. During the 2009-2010 academic year, a total of 3,131 students were enrolled with 19 ELLs enrolled.

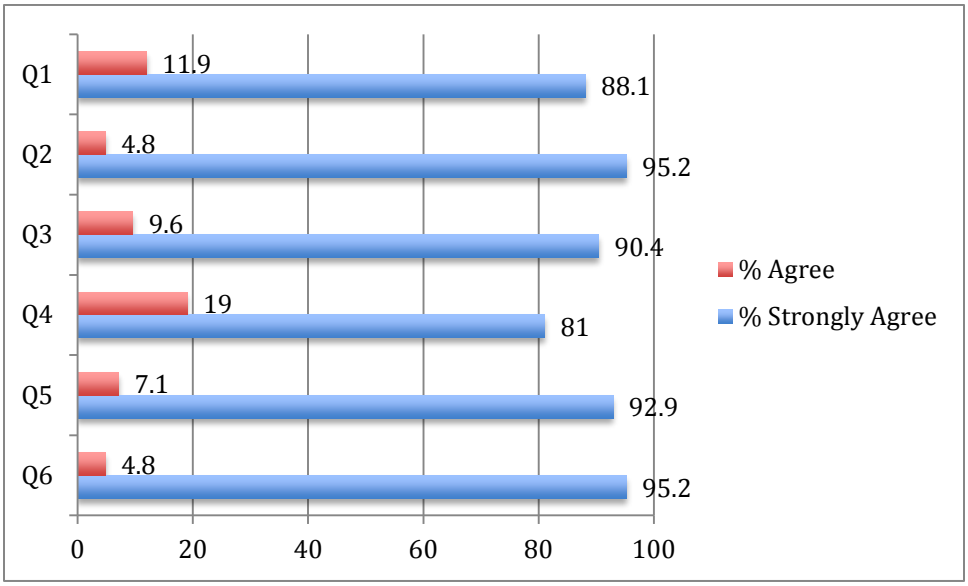
In Orangeburg District 4, during the 2007-2008 academic year, 4,181 students were enrolled with 30 ELLs. In 2008-2009, 4,105 students were enrolled with a total of 49 ELLs, and during the 2009-2010 academic year, a total of 4,059 students were enrolled with 48 ELLs.

During the 2007-2008 academic year in Orangeburg District 5, 7,110 students were enrolled with 22 ELLs. In 2008-2009, a total of 7,059 students were enrolled with 58 ELLs. During the 2009-1010 academic year, 6,943 students were enrolled with 66 ELLs.

Workshop Foci and Emphases

In general, teachers are often underprepared to meet the needs of students whose first language is not English (Irizarry, 2011). Given the state of educational experiences among ELLs in schools across the United States and educators' ability to meet their needs, the focus areas of the workshops were appropriate and potentially transformative. The workshop areas of focus and emphases included the following: (1) Making Academic Language Comprehensible; (2) The Role of Culture in Language Acquisition; (3) Engaging ELLs in Content Areas, and (4) Issues of Engagement and Motivation with ELLs. Based on research, these are the most appropriate areas to emphasize in supporting teachers to more effectively respond to and meet the needs of ELLs.

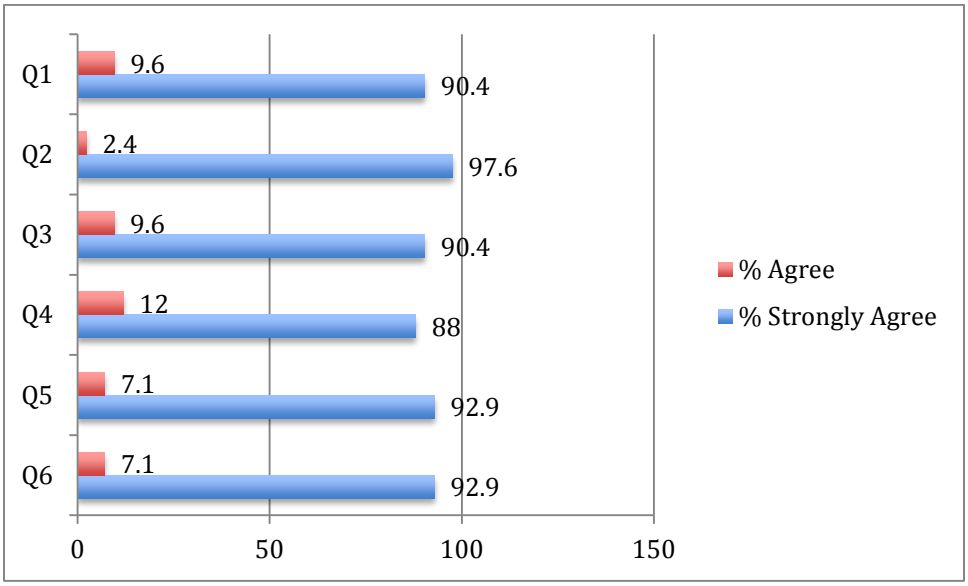
Yin 1/21/14 TESOL Training: Making Academic Language Comprehensible (n=42)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: The workshop helped me better understand and assist the ELLs.
Q6: The information received during the workshop was beneficial and useful for my teaching.

In general, on January 21, 2014, the 42 respondents had very positive feedback on the effectiveness of Dr. Yin's workshop regarding Making Academic Language Comprehensible. Literally all the participants responded with a positive rating (agree or strongly agree) on the different items. For instance, 11.9% responded with agree and 88.1% responded with strongly agree to the item: The workshop improved my knowledge about the topic. 4.8% responded with agree and 95.2% responded with strongly agree to the following: The presenter was knowledgeable. 9.6% responded with agree and 90.4% responded with strongly agree to item #3: The presenter effectively used examples to explain concepts. For item #4 (The presenter was clear and understandable.), 19% responded with agree and 81% responded with strongly agree. 7.1% responded with agree and 92.9% responded with strongly agree to the following item: The workshop helped me better understand and assist the ELLs. And perhaps most importantly in terms of teachers' ability to transfer what they learned into their practices, 4.8% agreed and 95.2% strongly agreed with the following item: The information received during the workshop was beneficial and useful for my teaching. Overall, based on my assessment, Dr. Yin's workshop was very beneficial to teachers in terms of their skill development, knowledge enhancement, and their ability to teach ELLs.

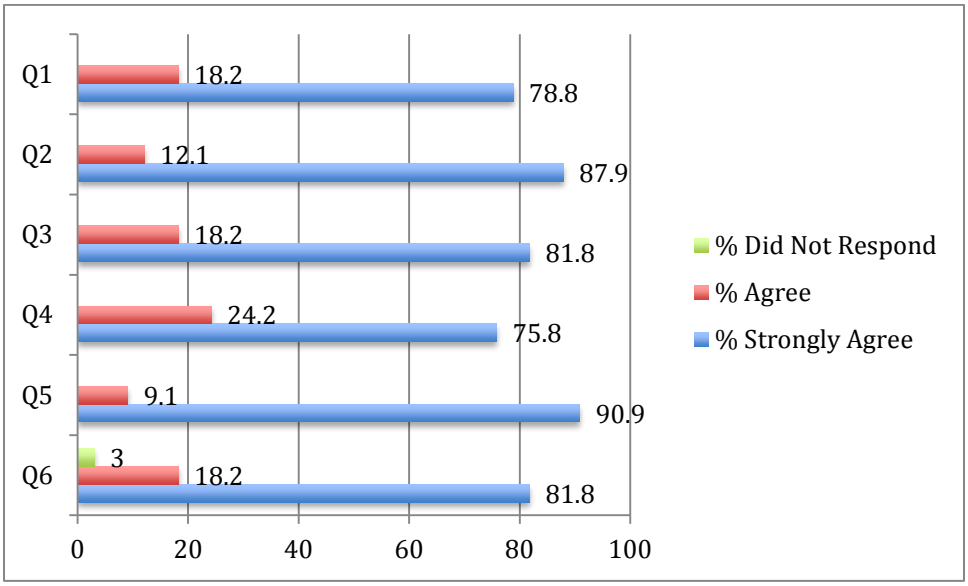
Yin 1/23/14 TESOL Training: Making Academic Language Comprehensible (n=42)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: The workshop helped me better understand and assist the ELLs.
Q6: The information received during the workshop was beneficial and useful for my teaching.

In general, on January 23, 2014, the 42 participants were very positive about what they learned and how the workshop was delivered. 9.6% of the respondents agreed and 90.4% strongly agreed with the following statement: The workshop improved my knowledge about the topic. 2.4% agreed and 97.6% strongly agreed with the following: The presenter was knowledgeable. 9.6% agreed and 90.4% strongly agreed with the following statement: The presenter effectively used examples to explain concepts. In terms of the following item "The presenter was clear and understandable," 12% agreed and 88% strongly agreed. 7.1% agreed and 92.9% strongly agreed with the following: The workshop helped me better understand and assist the ELLs. Similarly, 7.1% agreed and 92.9% strongly agreed with the following statement: The information received during the workshop was beneficial and useful for my teaching.

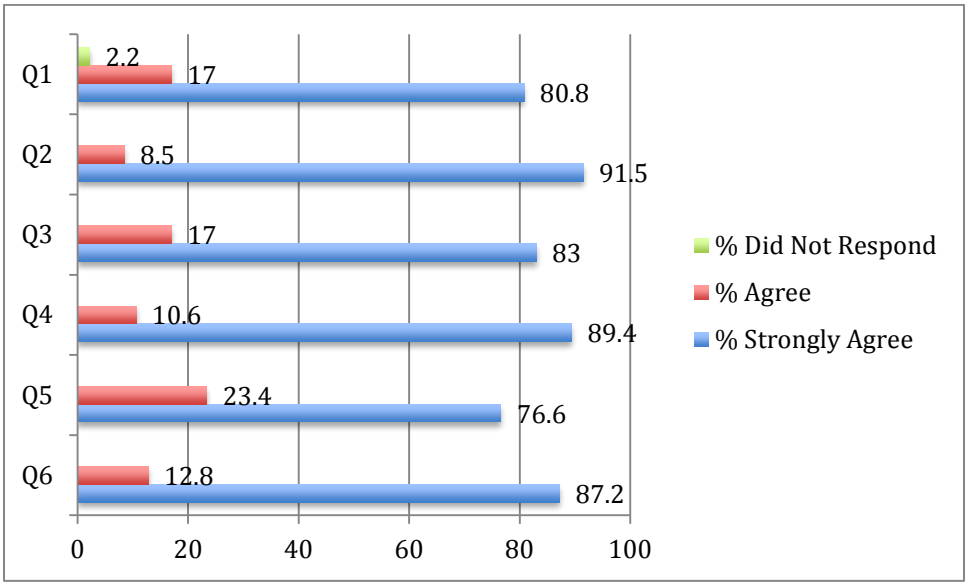
Yin 3/8/14 The Role of Culture in Language Acquisition (n=33)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: The workshop helped me better understand and assist the ELLs.
Q6: The information received during the workshop was beneficial and useful for my teaching.

In general, 33 respondents were positive about their learning and development experiences from Dr. Yin for the focused workshop on *The Role of Culture in Language Acquisition.* 18.2% agreed and 78.8% strongly agreed with the following statement: The workshop improved my knowledge about the topic. In response to the statement, "The presenter was knowledgeable," 12.1% agreed and 87.9% strongly agreed. 18.2% agreed and 81.8% of the participants strongly agreed with the following statement: The presenter effectively used examples to explain concepts. 24.2% and 75.8% of the participants agreed and strongly agreed respectively with the following statement: The presenter was clear and understandable. In response to the statement, "The workshop helped me better understand and assist the ELLs," 9.1% and 90.9% of the participants agreed and strongly agreed. 3% of the attendees did not respond while 18.2% agreed and 81.8% strongly agreed with the following statement: The information received during the workshop was beneficial and useful for my teaching.

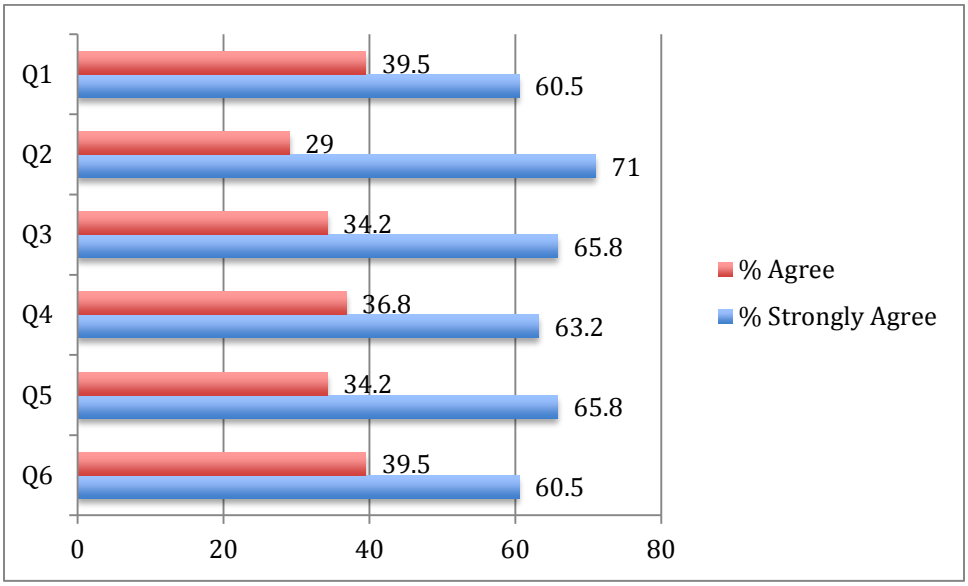
Murphy 2/4/14 Superb Remarkable Apps for Teachers (n=47)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: The workshop helped me better understand and assist the ELLs.
Q6: The information received during the workshop was beneficial and useful for my teaching.

Feedback was positive, overall, for Dr. Murphy. 2.2% of the participants did not respond to the first item, "The workshop improved my knowledge about the topic," while 17% agreed and 80.8% strongly agreed with the statement. 8.5% agreed and 91.5% strongly agreed with the following statement: The presenter was knowledgeable. In terms of the statement, "The presenter effectively used examples to explain concepts," 17% agreed and 83% strongly agreed. 10.6% agreed and 89.4% strongly agreed with the following statement: The presenter was clear and understandable. In terms of item #5, "The workshop helped me better understand and assist the ELLs," 23.4% agreed and 76.6% strongly agreed. 12.8% of the participants agreed and 87.2% strongly agreed with the following statement: The information received during the workshop was beneficial and useful for my teaching.

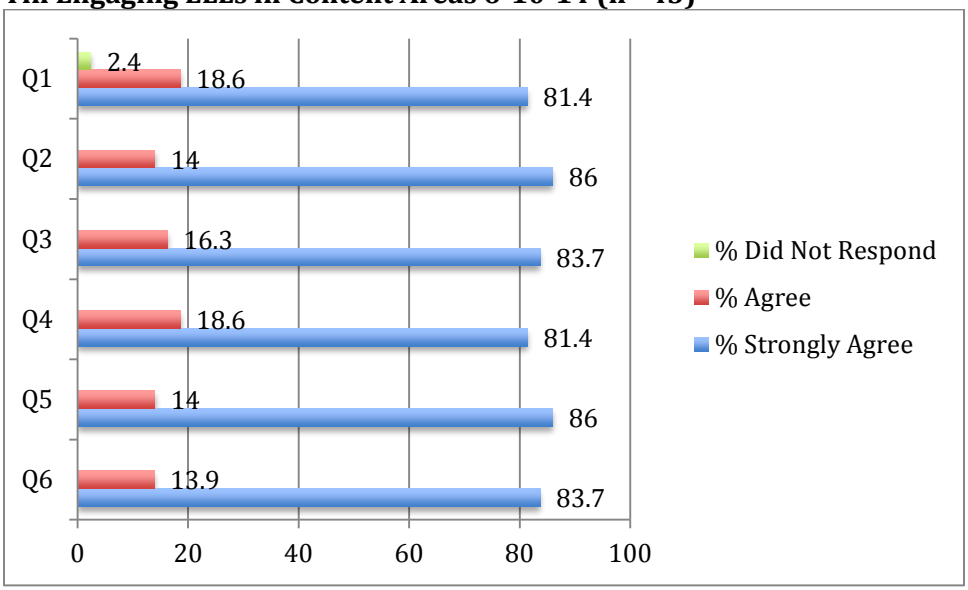
Yin Engaging ELLs in Content Areas 6/9/14 (n=38)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: Participating in the workshop was easy and convenient.
Q6: The information received during the workshop was beneficial and useful for my teaching.

38 educators participated in the *Engaging ELLs in Content Areas* session. The feedback was overall positive from this session although this session was less effective than previous workshops conducted by Dr. Yin. 39.5% agreed and 60.5% strongly agreed with item #1: The workshop improved my knowledge about the topic. For item #2, "The presenter was knowledgeable," 29% agreed and 71% strongly agreed. 34.2% agreed and 65.8% strongly agreed with the following statement: The presenter effectively used examples to explain concepts. For item #4, "The presenter was clear and understandable," 36.8% of the participants agreed and 63.2% of the participants strongly agreed. 34.2% agreed and 65.8% strongly agreed with the following statement: Participating in the workshop was easy and convenient. In terms of item #6, "The information received during the workshop was beneficial and useful for my teaching" 39.5% agreed and 60.5% strongly agreed.

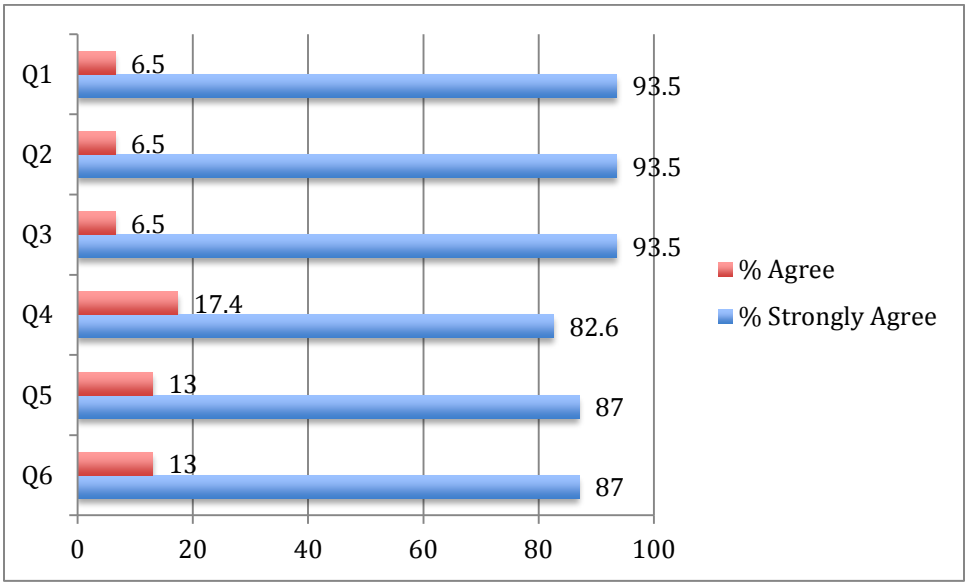
Yin Engaging ELLs in Content Areas 6-10-14 (n= 43)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: Participating in the workshop was easy and convenient.
Q6: The information received during the workshop was beneficial and useful for my teaching.

43 participants responded to the Engaging ELLs in Content Areas workshop on June 10, 2014. The feedback for Dr. Yin was overall very positive. 2.4% of the participants did not respond to item one, "The workshop improved my knowledge about the topic" while 18.6% agreed and 81.4% strongly agreed. 14% agreed and 86% strongly agreed with the following item: The presenter was knowledgeable. For item #3, "The presenter effectively used examples to explain concepts," 16.3% agreed and 83.7% strongly agreed. 18.6% agreed and 81.4% strongly agreed with the following statement: The presenter was clear and understandable. In response to item #5, "Participating in the workshop was easy and convenient," 14% agreed and 86% strongly agreed. 13.9% agreed and 83.7% strongly agreed with the following: The information received during the workshop was beneficial and useful for my teaching.

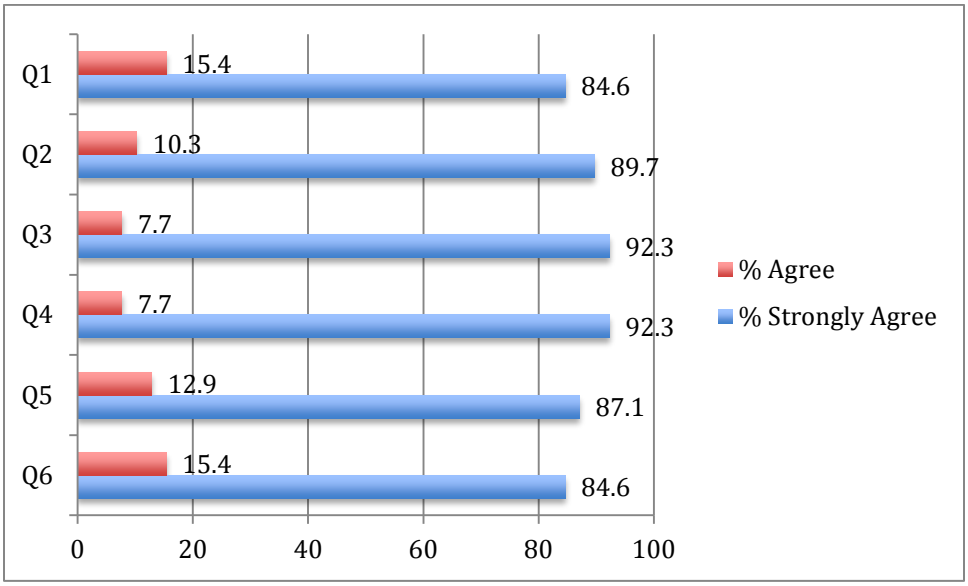
Yin Engaging ELLs in Content Areas 6/11/14 (n=46)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: Participating in the workshop was easy and convenient.
Q6: The information received during the workshop was beneficial and useful for my teaching.

Dr. Yin's presentation on June 11, 2014 received very positive feedback. In response to item #1, "The workshop improved my knowledge about the topic," 6.5% agreed and 93.5% strongly agreed. Similarly, 6.5% agreed and 93.5% strongly agreed with the following statement: The presenter was knowledgeable. For item #3, "The presenter effectively used examples to explain concepts," 6.5% agreed and 93.5% strongly agreed. 17.4% agreed and 82.6% strongly agreed with the following item: The presenter was clear and understandable. 13% agreed and 87% strongly agreed with the following two items (#5 and 6): Participating in the workshop was easy and convenient, and The information received during the workshop was beneficial and useful for my teaching.

Mitchell/Fogle: Engage, Excite, Energize 6/12/14 (n=39)



Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5: Participating in the workshop was easy and convenient.
Q6: The information received during the workshop was beneficial and useful for my teaching.

Drs. Mitchell and Fogle's presentation, Engage, Excite, Energize, received very positive feedback from educators in attendance. For item #1, "The workshop improved my knowledge about the topic," 15.4% agreed and 84.6% strongly agreed. 10.3% of participants agreed and 89.7% of them strongly agreed with the following statement: The presenter was knowledgeable. For item #3 (The presenter effectively used examples to explain concepts) and item #4 (The presenter was clear and understandable) 7.7% of participants agreed and 92.3% strongly agreed. 12.9% agreed and 87.1 strongly agreed with the following statement: Participating in the workshop was easy and convenient. For item #6, "The information received during the workshop was beneficial and useful for my teaching," 15.4% agreed and 84.6% strongly agreed.

In addition to the quantitative feedback, participants provided several important insights through their open-ended responses based on specific workshop content and presenters. Below, comments are organized based on presenters:

Presenter: Dr. Yin Jan
Sessions: Jan 21, Jan 23 and March 8 2014

Question 1.1: The workshop improved my knowledge about the topic
STRONGLY AGREE: "Enjoy!"
STONGLY AGREE: "Great"
Question 1.2: The presenter was knowledgeable
STRONGLY AGREE: "Enjoy!"
STRONGLY AGREE: "Great"
Question 1.3: The presenter effectively used examples to explain concepts
AGREE: "Enjoy!"
AGREE: "Spend more time on concepts."
STRONGLY AGREE: "Great"
Question 1.4: The presenter was clear and understandable
AGREE: "Sometimes her accent thwarted understanding."
AGREE: "Enjoy!"
STRONGLY AGREE: "Great"
Question 1.5: The workshop helped me better understand and assist the ELLs
STRONGLY AGREE: "Enjoy!"
STRONGLY AGREE: "Great"
STRONGLY AGREE: "Gave me great strategies to use with my students"
Question 1.6: The information received during the workshop was beneficial and useful for my teaching
STRONGLY AGREE: "Enjoy!"
STRONGLY AGREE: "Great"
Question 4: We appreciate your feedback; your feedback will help in making ELL Center Trainings successful. Please provide any additional comments:

- "Excellent information on modifying assessments and class activities"
- "The strategies were great for classroom"
- "I really enjoy the resources provided, and I find them quite helpful."
- "Great presentation"
- "The information is helpful. I think the lighting in the facility should be a bit brighter."
- "Too rushed at the end of the session."
- "I appreciate Dr. Yin's engaging style of presenting."
- "Good job, Dr. Yin!"
- "Hope we can do this during breaks (summer) so we have more time to digest information; very interesting and worthwhile activity."
- "The training was very helpful, it taught me how to be more sensitive to my ELL kids."
- "Love the handouts!"
- "Great presentation. Very interactive and informative!!!"
- "Quadrants are helpful information to utilize with students."
- "Looking forward to get more graphic organizers, web charts etc."
- "Great strategies to use in my classroom tomorrow!"
- "The information is helpful. I think the lighting of the facility should be a bit brighter."
- "A building that's more conducive to learning, otherwise everything else went well."

- "The group assignments were very good. Each member learned from the next. I enjoyed it."
- "I thoroughly enjoyed the presentation. Very informative."
- "Great presentation!"
- "We always enjoy Dr. Yin."
- "Today's workshop was very informative. I liked learning about issues from other cultures. It's good to know what other cultures believe/value."
- "It was very helpful to think about different."
- "Awesome training!"
- "Great training!"
- "I think the discussions/information re: cultural and linguistic differences/variances should have a second part."
- "Use more technology, hands-on activities and less lecturing."

Presenter: Dr. Michael M. Murphy
Sessions: Feb 2 and Feb 4 2014

Question 1.1: The workshop improved my knowledge about the topic
STRONGLY AGREE: "Great information"
NOT APPLICABLE: "Many of the apps gone over I already have"
STRONGLY AGREE: "Taught a lot! Good!"
STRONGLY AGREE: "New apps/sites"
STRONGLY AGREE: "The technology was great"
Question 1.2: The presenter was knowledgeable
STRONGLY AGREE: "Very knowledgeable"
STRONGLY AGREE: "Great information"
STRONGLY AGREE: "Very knowledgeable!"
STRONGLY AGREE: "Very knowledge[able]"
Question 1.3: The presenter effectively used examples to explain concepts
STRONGLY AGREE: "Great information"
STRONGLY AGREE: "Good examples"
STRONGLY AGREE: "Showed various sites, ex. Weebly"
STRONGLY AGREE: "Kept my attention"
Question 1.4: The presenter was clear and understandable
STRONGLY AGREE: "Great information"
STRONGLY AGREE: "Clear & cut"
Question 1.5: The workshop helped me better understand and assist the ELLs
STRONGLY AGREE: "Great information"
AGREE: "Reminded me of some things I could be using"
STRONGLY AGREE: "Taught me new sites"
Question 1.6: The information received during the workshop was beneficial and useful for my teaching
STRONGLY AGREE: "Great information"
STRONGLY AGREE: "Great new technology!"
STRONLY AGREE: "Very helpful"
Question 4: We appreciate your feedback; your feedback will help in making ELL Center Trainings successful. Please provide any additional comments:
- "Great info on 'Teacher Apps'"
- "Because the information is very dry, he presented it in a very energetic [way]"

- "I really appreciated the list of apps that are useful for teachers. I plan to use them in the future."
- "Great presentation! It was very interesting."
- "More specifics on exactly how the use of technology benefits the ELL's"
- "This presenter should have been brought in at one of the longer sessions."
- "Loved the information, was very interesting personally/professionally."
- "I liked how he was very informative and gave various sites for us to use throughout the classroom."
- "Will be using all information told today in future classrooms."
- "I truly enjoyed Superb, Remarkable Apps."
- "I hope longer period[s] of time is [are] devoted for this kind of activity. An hour is not enough for me to absorb everything. Nonetheless, this kind of activity has been very beneficial to me."
- "Very good lecture – learned lots."
- "I was able to find several apps that would be beneficial in my classroom."
- "Handouts were great. Needed more examples of the apps being used."
- "Good workshop. Very interesting!"
- "It would [be] better if there [were] more activities in the session. Each app could be shown instead of just saying it."
- "Dr. Murphy – very knowledgeable. He shared tons of websites/apps. Wish I would have known to bring iPad, in order to explore sites that were suggested."
- "Great content presented."
- "I enjoyed all the helpful websites. I would love to hear more and also how I could get a grant for iPad carts in the classroom."
- "Great ideas."
- "Very informative!"
- "Very interesting!"
- "Wonderful presentation! I learned new ways to use technology in the class. Great presenter!!!"
- "Very informative!! Thank you very much."
- "Great tips about Wiki, apps, and websites."
- "Great apps. Jing is a screen capture app good for tutorials through video. Should be shared also."
- "Dr. Murphy was EXTREMELY knowledgeable. His presentation was user friendly and his method of presentation was at pace that was comfortable and easily digestible."
- "Dr. Murray [Murphy] presented very well and brought new technology ideas to me that were previously unknown."
- "I learned a lot about apps that can be used in school. Because children love technology they will be helpful."

Presenter: Dr. Lishu Yin
Sessions: June 11 2014

Question 1.1: The workshop improved my knowledge about the topic
STRONGLY AGREE: "Everything was simply wonderful! ☺"
Question 1.2: The presenter was knowledgeable
STRONGLY AGREE: "Everything was simply wonderful! ☺"

Question 1.3: The presenter effectively used examples to explain concepts
STRONGLY AGREE: "Everything was simply wonderful! ☺"
Question 1.4: The presenter was clear and understandable
STRONGLY AGREE: "Everything was simply wonderful! ☺"
Question 1.5: The workshop helped me better understand and assist the ELLs
STRONGLY AGREE: "Everything was simply wonderful! ☺"
Question 1.6: The information received during the workshop was beneficial and useful for my teaching
STRONGLY AGREE: "Everything was simply wonderful! ☺"

Question 4: We appreciate your feedback; your feedback will help in making ELL Center Trainings successful. Please provide any additional comments:

- "I have learned a lot about how to use different strategies to work with students."
- "Great information and very engaging."
- "Great!!"
- "Awesome activities! I thoroughly enjoyed today "
- "I truly enjoyed the empowerment."
- "Great. Job."
- "Excellent!"
- "Great information!"

QUALITATIVE RESPONSES/COMMENTS
ELL Center: TESOL Training Workshop Surveys
Presenter: Deena Fogle and Yvonne Mitchell
Sessions: June 12 2014

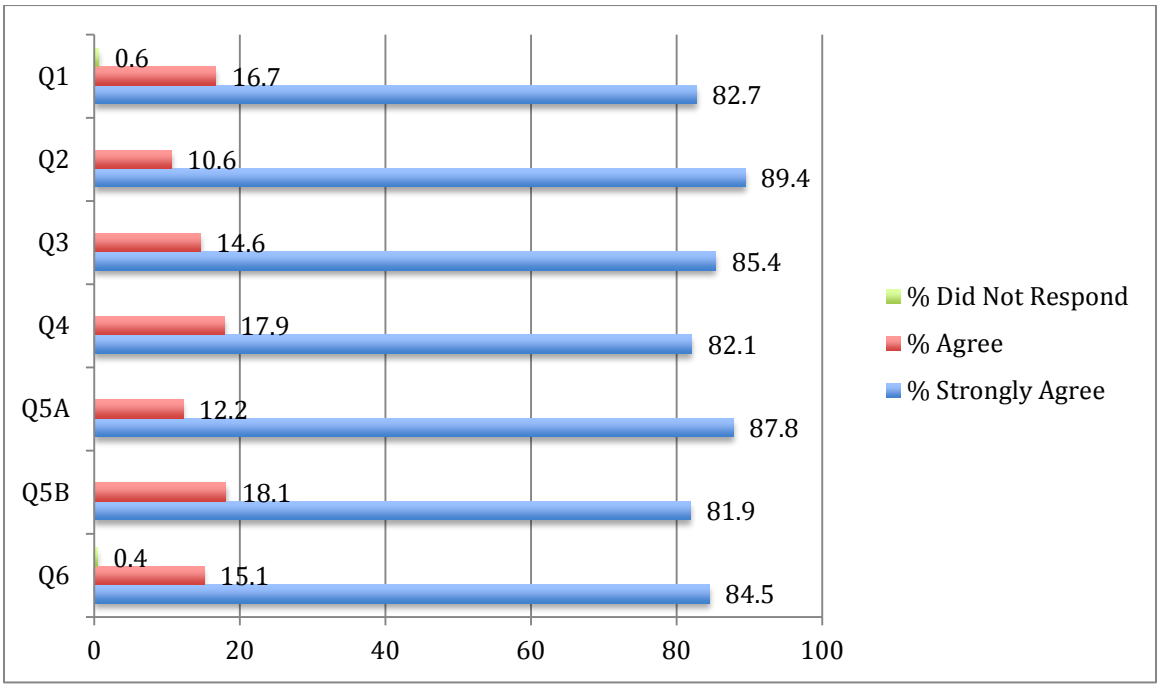
Question 1.1: The workshop improved my knowledge about the topic
Question 1.2: The presenter was knowledgeable
Question 1.3: The presenter effectively used examples to explain concepts
STRONGLY AGREE: "Great activities and videos"
Question 1.4: The presenter was clear and understandable
Question 1.5: The workshop helped me better understand and assist the ELLs
Question 1.6: The information received during the workshop was beneficial and useful for my teaching

Question 4: We appreciate your feedback; your feedback will help in making ELL Center Trainings successful. Please provide any additional comments:

- "Thanks for everything!"
- "Energetic, real-life examples, fun, thorough – GREAT presentation!"
- "Great pace, very informational and engaging"
- "This session was great!"
- "Excellent! Enjoyed every minute!"
- "Very interesting and informative. Great hands-on strategies that can be useful in our class for the 2014-15 school year."
- "Wonderful presentation with a lot of hands-on activities. Very engaging!"
- "You did [an] amazing job! EVERYTHING was informative and engaging."
- "Excellent, very interactive."
- "The title matched the workshop! Loved all the activities. I'm so excited to research and develop these to use next year!"

- "The level of knowledge was good. The pacing was superb! The activities were engaging!! The workshop lived up to its title. ☺
- "Awesome workshop"
- "It will be great to have more of this training."
- "Great! Lots of movement! No time to get bored!!"
- "Wonderful presentation"
- "This was a very exciting and informative workshop! Enjoyed very much!!!"
- "Great workshop."
- "Great ideas and program layout that allowed for movement and peer cooperation."
- " ☺ Awesome! This is one notebook that won't be thrown on a shelf and forgotten!"
- "Great handouts and pacing of activities."
- "Informative!"
- "A wonderful job"
- "Loved the activities!"

Overall Combined Feedback



Note: Q1-4, 6: N=330. Q5A: N=164. Q5B: N=166. Question 5 was changed on survey from 5A to 5B during the survey year.

Q1: The workshop improved my knowledge about the topic.
Q2: The presenter was knowledgeable.
Q3: The presenter effectively used examples to explain concepts.
Q4: The presenter was clear and understandable.
Q5A: The workshop helped me better understand and assist the ELLs.
Q5B: Participating in the workshop was easy and convenient.

Q6: The information received during the workshop was beneficial and useful for my teaching.

Overall, the feedback from participants attending the workshops was extremely positive. It is important to note that Questions 1, 2, 3, 4, and 6 there were a total of 330 participants. Question 5 was changed. A total of 164 participants responded to question 5A (*The workshop helped me better understand and assist the ELLs).* A total of 166 participants responded to question 5B (*Participating in the workshop was easy and convenient).*

Overall, .6% did not respond, 16.7% agreed and 82.7% strongly agreed with the following item: The workshop improved my knowledge about the topic. For question #2, "The presenter was knowledgeable," 10.6% agreed and 89.4% strongly agreed. 14.6% agreed and 85.4% strongly agreed with the following statement: The presenter effectively used examples to explain concepts. For item #4, "The presenter was clear and understandable," 17.9% agreed and 82.1% strongly agreed.

For items 5A (The workshop helped me better understand and assist the ELLs) 12.2% agreed and 87.8 strongly agreed. For item 5B (Participating in the workshop was easy and convenient), 18.1% agreed and 81.9% strongly agreed.

In response to the final item, the information received during the workshop was beneficial and useful for my teaching, 04% or participants did not respond, 15.1% agreed and 84.5% strongly agreed.

The qualitative feedback also provided positive feedback in terms of the educators' learning and development as well as their feedback on particular presenters. For instance, several themes emerged from the open-ended responses of those in attendance:

- This was a very exciting and informative workshop! Enjoyed very much!!!"
- "Great workshop."
- "Great ideas and program layout that allowed for movement and peer cooperation."
- " ☺ Awesome! This is one notebook that won't be thrown on a shelf and forgotten!"
- "Great handouts and pacing of activities."
- "Informative!"
- "Wonderful presentation! I learned new ways to use technology in the class. Great presenter!!!"
- "Very informative!! Thank you very much."
- "Great tips about Wiki, apps, and websites."
- "Great apps. Jing is a screen capture app good for tutorials through video. Should be shared also."
- "Dr. Murphy was EXTREMELY knowledgeable. His presentation was user friendly and his method of presentation was at pace that was comfortable and easily digestible."

Overall Evaluation and Recommendation

In general, this evaluator found that the professional development opportunities afforded educators the opportunity to deepen their understanding, enhance and deepen their knowledge, and sharpening their instructional practices with ELLs. Moreover, the presenters for these sessions were very strong and provided the type of learning environment where teachers were able to develop and improve.

Only one negative response seemed to consistently emerge from a small minority of participants. A few participants reported their inability to understand Dr. Yin during presentations although overall they found the workshops very useful.

In light of this evaluation, this professional development should continue, and I rate the influence and outcomes of the professional development exceptional.

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Annual External Evaluation Report

RETAIN Center of Excellence

2013 - 2014

Newberry College

Submitted by

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Annual Report 2013-2014

RETAIN

Listed below are the goals and objectives of RETAIN as proposed to the South Carolina Commission on Higher Education. Following each objective, we list what the evaluator observed for this project and whether the project is meeting its benchmarks.

Develop an Advisory Board for RETAIN and obtain bi-annual input to keep RETAIN responsive to the needs of partner school districts.

09/05/2013 Advisory Board Meeting: Only two board members attended – the Director of Instruction in Newberry County and a representative from the vice-president for academic affairs office. Staff attending were Lisa Waller, Debbie Poston and Angela Floyd. Dr. Waller informed me that two advisory board members could not attend but that the rest gave no indication they would not attend.

Dr. Waller gave an excellent PowerPoint presentation summarizing the accomplishments in Year 3 of this program. She then discussed the plans for Year 4.

1. Pace mentor training will be held on 12/4/2013.
2. The GROW symposium will be held 10/11/2013 on the Newberry Campus.
3. In Professional Development courses in DAL (Data Analysis Literacy) as distance learning and Darkness to Light and Mindfulness will be offered as standard courses...
4. RETAIN also has a Facebook page that is up and running.
5. Research is being conducted on Innovative Practices in Mentoring. In the match up discussed in Objective 1.2 below, 56% were perfect matches (each member of the pair was the others first choice) while 89% received their first choice.

Comment: An advisory board is a very important part of any Center of Excellence. Something must be done to improve attendance. CE-mist at USC-Aiken has a very enthusiastic and active advisory board. The meetings are kept to a two hour maximum with one hour spent networking and eating a nice lunch. Perhaps this should be tried at Newberry College.

1/13/2014 Advisory Board Meeting: Again only two board members attended. As well three staff members attended with the evaluator and the SCCHE Program Coordinator. The Personnel Director of the Newberry School District has been very faithful in attendance at these meetings as well as offering helpful input to this project. I wish more of the members participated like she is participating. The director of RETAIN gave an overview of the project.

> **Mentors:** Mentors still are not attending their meetings due to school staff development conflicts.
>
> **GROW Professional Development:** Eighty-four attended this year. There is a lack of participation from partner districts.
>
> An on-line DAL course was offered this semester. Ten teachers indicated interest in this course but only two paid the enrollment fee and enrolled.
>
> **Mindfulness Video Series:** Four of the videos are currently on-line with ten sets of hand-outs completed. The remaining videos will be on-line soon.

New Teacher Induction Symposium: The Symposium was held July 9 and July 10 at Meadow Glen Middle School. Attendance increased over last year. Talks are on-going with CERRA to make this activity and equal financial partnership.

RESEARCH: RETAIN staff attended the "Learning Forward Conference" in December, 2013. They are conducting research on the success of the matching mentors with mentees program.

Web Presence: A new Facebook page has been developed, The RETAIN Website has been overhauled. On-line courses are being offered through Moodle.

Evaluator Observations: The research program, New Teacher Induction Symposium and the Web Presence are on target and very successful as is the GROW Professional Development. The success of the online courses remains to be seen.

The lack of attendance and interest from the members of the Advisory Board is disturbing. The success of this program rests on the foundation of an active and supportive Advisory Board. The staff is doing the right things to keep them informed and interested but to no avail.

Objective 1.1 Guaranteed Teacher Program Accomplishments: The Second Annual GROW Symposium was held on the Newberry Campus on October 11, 2013. Mr. Craig Q. King , Director of Governmental Affairs for the Palmetto State Teachers Association was the open Keynote Speaker. Dr. Tom Siler was the closing speaker talking about growing as a professional and being good stewards of our own gifts to help grow the best in the lives of our colleagues and students. The contributed papers were given in three one-hour time slots with six speakers in different rooms in each slot. I sat in on three sessions:

1. **Serving Educator's in Their Licensure Needs** by Cindy Van Buren, Ernestine O'Berry and Forrest Nettles. There were seven attendees at this session.
2. **Strategies for Successful Technology Integration into the K-12 Classroom** by Elizabeth Kohut. Fourteen participants attended this session. This session was repeated the following hour.
3. **Accentuate the Positives** by Cheryl Bennett. Only three participants attended this session which dealt with ways for the teacher to build student self-confidents.

An evaluation instrument was distributed after the closing session. Again the presentations were not numbered and, as last year, some completed questionnaires did not identify the session properly and so were useless. Each speaker was to be rated on a four point Likert scale with 1 being the lowest rating and 4 being the highest. The evaluation results are listed below:

Speaker	**Mean**	**Std dev**	**# attending**
Keynote Craig O. King	3.93	0.25	45
Linda Rosemond	3.76	0.44	21
Jennifer Morrison			0
Tami Stewart	3.18	0.87	11
Poore and Poston	3.86	0.38	7
VanBuren, O'Berry, Nettles	3.67	0.58	3
Talbert	3	0.82	4
Hampton (2 sessions)	3.09	0.70	11
Kohut (2 sessions)	3.16	0.76	9
Bennet (2 sessions)	2.7	0.9	9
Rinder (2 sessions)	3.9	0.4	8
Hicks (2 sessions)	2.25	0.96	4

Speaker	Mean	Std dev	# attending
King	3.87	0.34	23
Closing Siler	3.81	0.51	42

The attending count here is based on the evaluations returned. I would estimate attendance in each session at twice the number listed. Of the 47 evaluations returned, 31 of those came from students in the Newberry College Education Department.

Several students thought the closing speaker told inappropriate jokes. I didn't see it that way when I attended the talk.

The evaluation instrument closed with five questions. I list the questions below with selected representative answers.

C. In what ways did the symposium help you as a new or future educator in SC?

- Great new ideas that I cannot wait to implement.
- Ideas, empowerment, encouragement, reassurance that this career path is right for me.
- Classroom management strategies.

D. Did this professional development meet your expectations?

- Yes. Very informative and provided great insight and new ideas for the classroom.
- The younger students didn't seem to take it seriously which was distracting and took away from in-depth questioning.
- Some presenters did not seem prepared or excited to be here.
- Most of the respondents answered yes.

E. Would you attend this event again next year? What can be done to improve the experience for you?

- Yes – most of the respondents answered yes.
- Introduction of the session leaders and what they are talking about. Give us an idea of who we are going to see.
- Yes. Possibly more time with some of the speakers. Also wish there were some content and middle level based sessions.
- Designate speakers for specific grade levels.
- Yes. More organization. A lot of teachers were requiring their students to attend but then were told only juniors and seniors were wanted.
- More time in each session. Several speakers did not finish in the time allotted.
- Yes. I would have liked an opportunity to attend every presentation.
- Nothing was geared to secondary education.

F. What other topics would you suggest for future sessions?

- More sessions on evidence based teaching strategies.
- Ideas and strategies for teaching ESOL students in the regular classroom.
- Dealing with parents and co-workers.
- How to deal with students that act up and are disrespectful.

- Diversity. Common Core. What to expect in the first year of teaching.
- Subject specific sessions, especially in science.
- More sessions on core subjects.
- More on how to use current technology.
- What to expect the first couple of years teaching.
- More preparation courses.
- Secondary social studies topics.
- More sessions on first year teaching. (about 20 of these comments)
- Ipad apps

G. Additional Comments or suggestions.

Teach professionalism or remind people before each talk. In many sessions the students talked with each other and ruined the session for the rest of us. (Many of these type comments.)

Objective 1.2 Extend support of mentors to three years through an incentives-driven mentorship program.

08/06/2013 Mentor Induction Teacher Match Up Event: At Boundary Street Elementary School RETAIN hosted a meeting with all the induction teachers in the partner districts as well as with the prospective mentors. Refreshments were served and biographies with pictures of each mentor and inductee were distributed to each attendee. An informal meet and greet enabled the participants to get acquainted with each other.

Subsequently, long tables were set up with the name of each school. At each school's table, inductees sat on one side and the mentors sat on the other. Both inductees and mentors received some prompt questions to ask each other. With a countdown clock posted on the wall, each inductee/mentor pair interviewed each other for four minutes. When the four minutes was over, the inductees moved one chair to the right and the interview process was repeated. When all interviews were conducted, each inductee and each mentor listed the top three persons with home they would like to work.

That evening, project staff paired each inductee with a mentor. They were able to match 18 induction teachers with mentors. The pairing worked out well with 16/18 (89%) of induction teachers getting their first choice pick for desired mentor. Out of these, 10 (56%) were "Perfect Matches" indicating that both the induction teacher and mentor selected each other as a first choice.

At the conclusion of the project year, all mentees were asked to complete a survey about their experience with their mentor. The results of the seven completed surveys are listed below:

1. **How is your relationship with your mentor teacher?** Five thought they had a great working relationship.
2. **How many times have you met with your mentor teacher?** Six said they met more than six times with five meeting over nine times with their mentor.
3. **How would you describe the communication between you and your mentor teacher?** Six thought that there were open lines of communication while one said they just met requirements.
4. **How do you think you have done as an induction teacher this year?** Again six teachers thought they were successful while one thought they merely met requirements.

The remainder of the survey was scored on a four point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). Each question is listed below with the average score.

6. **My Mentor was helpful.** 3.67
7. **I regularly met with my mentor.** 3.33
8. **I met with my mentor OUTSIDE of school.** 3.
9. **I got along with my mentor.** 4
10. **Our personalities were similar.** 3.83
11. **I would have liked a different mentor.** 1.33
12. **I found another teacher that acted as my mentor but was not my assigned mentor.** 1.67
13. **I contacted my mentor after school hours (via phone, e-mail) for assistance.** 3.17

Conclusions: Dr. Waller continues to impress me with her organizational skills. This event was well attended and both the inductees and mentors were excited about the process. RETAIN has extended their reach to more schools and the ennui that seemed to exist among the mentors in earlier years seems to be replaced with excitement. Some of the mentors have not received the mentor training from RETAIN but they will this coming year.

Clearly the mentees are pleased with their mentors and no problems have developed.

Objective 2.1 Develop and implement advanced mentor training for PACE mentors:

PACE Mentor Training 12/4/13: Thirteen persons attended this training. The training was presented by Chris Bennett from Columbia College and Jason Fulmer from CERRA. Nationally 14% of the teachers leave the profession at the end of year 1 as opposed to 12% of South Carolina teachers. At the end of year 5, 46% of the teachers have left the profession nationally while only 33% leave in South Carolina. The presenters discussed the generational differences among teachers and how to handle these in a mentoring situation. The PACE program and its guidelines were discussed as well as the adept standards. The PACE teachers perform as well as traditionally trained teachers according to State Department of Education data. The training was well planned, proceeded without gaps, and was well suitable to the audience.

An evaluation instrument was developed. The results are listed below:

South Carolina Induction and Mentoring Initiative
Mentor Academy: PACE Advanced Mentor Training
EVALUATION RESULTS

A. Date of Academy: PACE Advanced Mentor Training:
- December 4, 2013

B. Role: (Many respondents checked more than one role.)
- 8 Mentors
- 4 Instructional Coaches
- 0 School Administrators
- 2 Induction and Mentoring Coordinators
- 2 Other District Staff
- 3 Other

C. Indicate the extent to which this training met the stated outcomes: (These questions were evaluated on a four point Likert scale with 1 meaning “not at all” and 4 meaning “to a great extent.)

1. To understand the variety of teachers in South Carolina public schools, the commonalities and differences among these groups of teachers, and the potential implications for effective mentoring. Average score = 4 with standard deviation of 0.
2. To identify the relationships among induction, mentoring, and the PACE program. Average score = 4 with standard deviation of 0.
3. To examine the characteristics of highly effective teachers. Average score of 3.92 with standard deviation of 0.27
4. To examine the research about the PACE program and its role in providing quality teachers for South Carolina classrooms. Average score of 3.92 with standard deviation of 0.27
5. To understand the formative assessment process and the use of strategies to mentor alternatively prepared educators. Average score of 3.92 with standard deviation of 0.27.

D. What additional information and/or assistance do you need to help you achieve the stated outcomes?

- The materials presented will be useful as I begin to mentor teachers.
- None
- Great resources available online. Keep updates coming.
- Continued awareness of PACE.
- Superior training!
- Great resources. Website is useful. I refer to it often.
- Websites and Induction Symposium will be of great help to many!

E. Briefly describe the impact of this training on your personal understanding and/or practice, in terms of induction and mentoring.

- The information will greatly impact my mentoring career. I enjoyed the session.
- Better understanding of PACE.
- This training has helped me understand that I need to tailor my assistance to the mentor based on their training and needs. Not mine.
- Seeing the PACE and induction schedules as two hovering identities over the PACE participants was helpful.
- Develop a better understanding of the role of the mentor and mentee.
- Helps me to see the other side of the coin
- More specialized Induction training
- Further enhanced my knowledge and raised an awareness to provide additional support for PACE Educators.
- I enjoyed the flow and timing of each activity. We didn't waste time. Thank you.
- Even though I'm a veteran teacher, it reminds me that I need to "see" things through a first year or PACE teacher.
- Greater understanding of PACE teacher's backgrounds/demographics.
- I can use several of these strategies as I work with National Board candidates as a CERRA program facilitator.
- I have a much cleared idea of how I need to work to help my PACE teachers.

F. Did this training meet your expectations? Please explain your answer.

- Yes
- Yes. Very informative and knowledgeable presenters!
- Yes. This training also gave me a chance to collaborate with others from different districts.
- Yes. Great ideas to share with fellow mentors and induction teachers.
- Absolutely.
- Yes. New learning.
- Yes. I feel that I can mentor a PPACE teacher and meet their needs.
- Exceeded my expectations.
- Yes.
- It exceeded my needs and expectations.
- It exceeded my expectations. Again, I left with specific things I can go back and implement.

G. Additional comments or suggestions:

- I can't wait to apply the knowledge I received today.
- None.
- Nice facility easy location just add bottled water or pitchers.
- Great Job. Very Worthwhile.
- Everything was great.
- Would you consider e-mailiing the PowerPoint and other handouts before so we could use less paper and use our ipads or laptops?
- Would love to attend the SpEd Mentor training.
- Thank you! I have great information to share with Sally Nesmith as we approach curriculum revisions for PACE.

Thirteen persons attended the training. School districts represented ranged from Pickens in the upstate to Beaufort on the coast. This demonstrates the statewide effect this center is having.

Objective 2.2 Develop and implement a professional development course covering mentoring first year teachers in the use of assessment and action research to improve teaching and learning:

In Summer 2014 three on-line courses, Edu 335, Edu 336 and 455 were developed and offered. A common evaluation was submitted from all participants and the results were as followed:

EDU 335 was taught by Jennifer Morrison and 16 students enrolled. All found that the course syllabus contained clearly stated student learning outcomes, requirements, due dates for assignments, and a grading system. All found that class sessions were relevant to student outcomes as were course assignments and examinations. Students found that assessment procedures for determining grades were explained before assignments were to be submitted and materials used in this course were well selected. The instructor demonstrated an enthusiasm for learning as well as a command of the course subject matter. The instructor was available via telephone, text or e-mail to answer questions and the online course was well designed and easy to navigate. The instructor communicated the subject matter clearly with relevant examples, stimulated further thinking about the course content, and expected a high level of performance from the students. Students felt that the expectations were reasonable for an accelerated

online course, provided feedback on assignments, and returned tests and assignments in a reasonable amount of time.

EDU 336 was taught by Lisa Waller and 10 students enrolled. All found that the course syllabus contained clearly stated student learning outcomes, requirements, due dates for assignments, and a grading system. All found that class sessions were relevant to student outcomes as were course assignments and examinations. Students found that assessment procedures for determining grades were explained before assignments were to be submitted and materials used in this course were well selected. The instructor demonstrated an enthusiasm for learning as well as a command of the course subject matter. The instructor was available via telephone, text or e-mail to answer questions and the online course was well designed and easy to navigate. The instructor communicated the subject matter clearly with relevant examples, stimulated further thinking about the course content, and expected a high level of performance from the students. Students felt that the expectations were reasonable for an accelerated online course, provided feedback on assignments, and returned tests and assignments in a reasonable amount of time. While the evaluation instrument used a five item Likert scale, Dr. Waller received only one agreed on each question while the remaining students strongly agreed with the evaluation statements.

EDU 455 was taught by Don Lawrimore to seven students. All participants found that the syllabus contained clearly stated student learning outcomes, requirements, due dates for assignments, and a grading system. Six students found the class sessions relevant to student learning outcomes while one disagreed. All found the course assignments and examinations to be relevant to student learning, assessment procedures for determining grades were explained before assignments were to be submitted, and that the materials used in this course were well selected. All but one student agreed that the instructor demonstrated an enthusiasm for learning and all but one agreed that the instructor demonstrated a command of the course subject matter. All students agreed that the instructor was available by phone, text, or e-mail to answer any questions and that the online course was well designed and easy to navigate. All but two students agreed that the instructor communicated the subject matter clearly with relevant examples. The dissenters noted that the instructor did not present the material and that the screencasts didn't prepare them for assignments. Again all but two students found the online course well designed and easy to navigate with the dissenters did not like the screencast format. Again all but two students found that the instructor communicated the subject matter clearly with relevant examples while the dissenters stated that the instructor did not present the material and that the screencasts did not prepare the students for assignments. All students thought that the instructor stimulated further thinking about the course content and expected a high level of performance from the students. Three students found the course expectations unreasonable for an accelerated online course attain that the quantity of weekly assignments was excessive. All students found that the instructor provided feedback or evaluative comments on assignments and that tests and assignments were returned in a reasonable amount of time.

Conclusions: The offering of appropriate online courses has begun successfully. Unfortunately, the evaluation instrument assesses student opinion on the pedagogy used in the online courses but no mastery of content is measured.

Objective 2.3 Develop and implement Poverty Workshops: Not done this year.

Objective 3.3 Plan and host an annual Teacher Retention Symposium: This was again co-hosted with CERRA and was very successful as it was in other years. Forty attendees completed evaluations of the Induction Symposium. Of these ten were early childhood teachers, eleven were elementary teachers, seven were middle school teachers, and eight were secondary teachers. Five attendees classified themselves as other.

The participants were asked to rate the sessions they attended on a 1 to 5 Likert scale with 1 being "not at all", 3 being "unsure" and 5 being "to a great extent". The lowest rated session scored 3.666 and all but one session averaged a score of 4 or higher. Thus the attendees were pleased with the sessions.

The evaluation instrument ended with a series of open-ended questions. Representative comments are listed below:

1. Did this professional development meet your expectations?
   - Yes, this is one of the best professional development programs I have attended. It was well organized, positive, informative and made me feel valued as an early teaching professional.
   - It not only met my expectations, it exceeded them! This was a great way to meet new teachers and see old friends from college and high school. It was extremely encouraging to hear the stories of my fellow educators. Just what I needed to motivate me to be the best for my students!

2. It is important to keep great teachers teaching in South Carolina. In what ways did the symposium help retain you in SC.
   - The symposium embedded new ideas and allowed me to collaborate with fellow educators. I naturally became excited again when I was around other motivated teachers. I think that it is important to get teachers out of their home schools (where some teachers are so burned out and negative) and around those who are positive and excited about education.
   - The symposium showed me that there are plenty of places to get needed support throughout my career and that balance is the key to being successful and staying in this profession.

Conclusion: The teacher induction symposium is becoming one of the big successes for RETAIN. Teachers really get excited about teaching and learn how to network through this symposium. Teachers are coming from all over the state to attend.

Objective 3.4 Create a RETAIN Research Center Website:

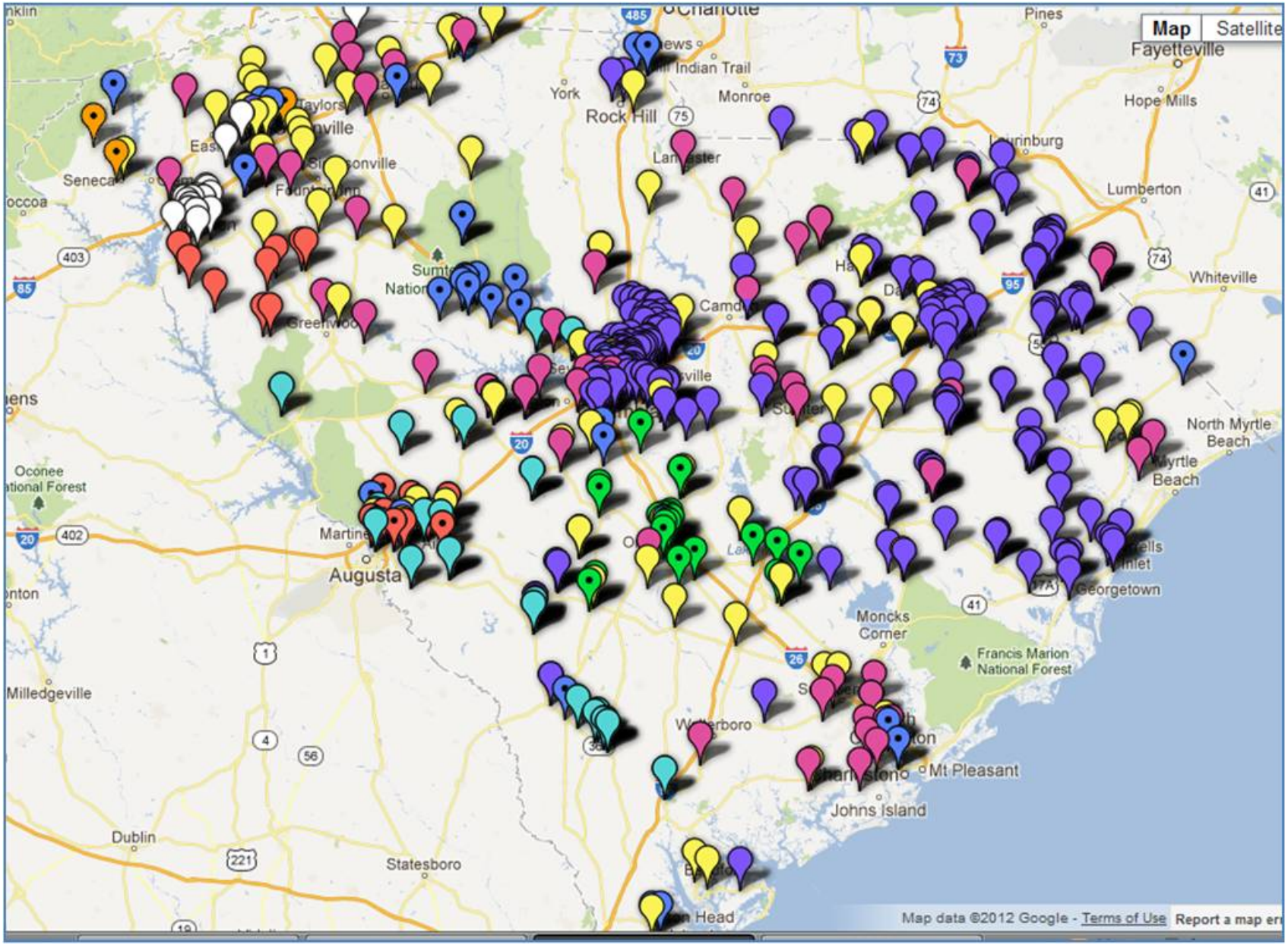
Google Analytics for the site gives the information in the table below:

Month	Visits	Unique Visitors	Page Views	Pages/Visit
March	74	26	1020	13.78
April	106	48	687	6.48
May	78	45	322	4.13
June	30	21	104	3.47
July	11	6	56	5.09

We have had difficulty obtaining Google Analytics for this web site since the former director resigned.

However, RETAIN now has a Facebook page with 137 likes. I would like to see more "likes". Perhaps Dr. Waller could ask the mentors and students to "like" this page. It is a well-designed page.

Centers of Excellence – ALL Active Centers
Schools Receiving Professional Development



Profile of the South Carolina Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

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South Carolina's Council on Competitiveness

REPORT TO THE SOUTH CAROLINA COMMISSION
ON HIGHER EDUCATION

REVIEW OF THE OPERATION AND OUTCOMES OF THE CENTERS OF EXCELLENCE PROGRAM

Robert E. Shoenberg, Consultant

Background of the Centers of Excellence Program

The Centers of Excellence Program was established by the Education Improvement Act of 1984. According to that legislation:

> The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers.
>
> Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

In 1987-88, the Commission approved revised guidelines for this program to elicit proposals of greater scope and wider impact. Under these guidelines the Commission has established six Centers of Excellence:

> mathematics and science education at Clemson University
> early childhood education at Winthrop University
> special education technology at USC-Columbia
> foreign language education at Furman University in cooperation with USC-Spartanburg
> English composition at USC-Coastal
> assessment of student learning at USC-Columbia.

Scope of the Report

This report reviews the Centers of Excellence Program in the form it has taken since 1988, evaluating its results, and making some recommendations for future operation of the program. It is based on a reading of the program guidelines for the last three years, the original applications of the six centers, their annual reports, and the reports of the two-year review teams for the four centers that have reached that stage. I visited each of the centers for a day during March, 1993, meeting with those responsible for the center's operation, the dean or vice president under whose aegis the center falls, those active in carrying out the work of the center, and the recipients of center services. I also talked to Commission on Higher Education staff responsible for administering the program.

My charge was to review the Centers of Excellence Program, not the operation of any individual center. I have not sought to gather the kind of information that would allow me to make a fair estimate of the strengths and weaknesses of a particular center. Rather, my explorations of the workings and accomplishments of the centers was conducted with an eye to determining how they functioned within the structure and context of the Centers of Excellence Program. My question was not "How has this center succeeded relative to expectations?" but "How has the Centers of Excellence Program succeeded in achieving its purposes in the context of this center?"

The scope of this review does not include budgetary

analysis. Thus I will have reference to budgets only when such reference relates to another point.

The Nature of the Centers of Excellence Program

The main purpose of the Centers of Excellence Program appears to be improving practice in elementary and secondary school curriculum and instruction. As the "Guidelines for Submission of Proposals" for 1992-93 state, the Program aims to "enable eligible institutions to serve as 'state of the art' resource centers for the State in a specific area related to the improvement of teacher preparation programs." The "Guidelines" further stipulate that the area targeted by the center " should be one in which the institution has clearly demonstrated a substantial commitment and potential to develop a regional or national reputation." Thus colleges and universities chosen to develop and carry out the programs were selected because of their existing expertise in the particular area of curriculum and instruction on which the center focuses. They were given substantial funding from the Commission on Higher Education, matched in varying degrees by institutional funding, to carry out the activities delineated in their proposals.

These activities are addressed to several audiences, the emphasis varying from one program to another:

1. the faculty of the center's institution responsible for preparing teachers;
2. school teachers in the institution's area of the State;
3. either or both of these groups statewide;
4. a national audience.

Although the ultimate beneficiaries of the program's activities

are school and university students, in only scattered cases were students the direct recipients of center services, notably the disadvantaged and handicapped students served by the Early Childhood Center at Winthrop University. The direction of activities to teachers--both school and college--is an intended feature of the Centers of Excellence Program.

The variation in emphasis on the particular audiences listed above is a function of the opportunities available to the center, the particular strengths of center personnel, and changes in the thrust of CHE guidelines. Throughout the six years of program operation, the guidelines have emphasized pre-service education, but only two programs, the Early Childhood Center and the Assessment of Student Learning Center are designed with pre-service programs as a major object of their efforts. The work of the others has been mainly with in-service teachers, using university faculty to provide expertise.

FINDINGS

The Centers of Excellence Program, in its present form, is a bold and ambitious undertaking by the State of South Carolina. Its goal is not only to create a group of resource centers for the State but to support them in efforts to establish reputations for that expertise in the southeast and the nation. Though the centers have not to date achieved that anticipated breadth of impact, they can point to many important accomplishments in their regions of South Carolina and throughout the State.

This lesser impact has a variety of causes, including program design, ambitions that exceed the level and duration of funding, center personnel's understanding of their task, and budgetary restrictions that have affected South Carolina as they have much of the rest of the nation. Yet even within these budgetary restrictions the Centers of Excellence Program can achieve results well worth its continuance if the problems are clearly faced and adjustments of expectation and practice made accordingly.

Impact of the Centers

All of the centers have made substantial efforts to establish a statewide presence, except the Center of Excellence in Composition, which was established under circumstances that dictated a more local focus for its first two years. The principal means of gaining attention beyond the centers' immediate region has been summer residential workshops involving teachers from all over South Carolina. This strategy, along with presentations at meetings of statewide organizations and participation in state-level policy formulation, appears not to have had the desired effect: the centers have not become widely known to their broader constituencies nor are they the source to which the groups they seek to serve statewide naturally turn as a source of expertise.

The centers certainly could provide the expertise and are more than willing to do so. They simply have not penetrated their potential audiences' awareness sufficiently to be seen in

that role. The centers' presence in schools is largely local; advisory boards, where they exist, have only limited membership beyond the center's region and do not include a full range of people potentially influential in creating visibility; they involve and are known to few college and university faculty members beyond their own campuses.

The hope for impact beyond South Carolina has not materialized. Most centers have presented accounts of their work at regional and national meetings, with, according to the center reports, gratifying expressions of interest. But indications of continuing national or regional visibility are sparse.

The centers have, in general, had a strong impact on teachers in their regions. Each of the five established centers has conducted a variety of activities for in-service teachers. Those who have participated, usually a significant number in terms of expectations, have been exceptionally enthusiastic about their experiences. The rare opportunity to increase their knowledge and competence through concentrated periods of study with nationally recognized experts, university faculty and colleagues from around the area and state has had a rejuvenating effect. University staff have approached their task in a spirit of colleagueship and willingness to learn from the teachers as well as providing expertise, an attitude much appreciated by the teachers and yielding substantial rewards of both insight and morale for the university personnel.

Continuity of the Centers

The CHE funds the centers for four years with the hope that at the end of that period they will be sufficiently well established to sustain themselves. Thus the Commission requires that the institution housing the center demonstrate strong initial support and commit itself to increased levels of funding over the four years. This level of institutional funding should, if continued beyond the four years, provide a base level of support for the center which can be augmented by grants and user fees.

The current budgetary climate in both elementary-secondary and higher education in South Carolina, as elsewhere in the nation, has not been conducive to this scenario. Institutions that have supported centers for four years have tried to be true to their initial expectations, but have not found themselves compelled to continue funding at more than survival level for those centers that have gone (or are about to go) beyond four years. Support from other sources has been or appears likely to be marginal. The Center in Early Childhood Education has, to all intents and purposes, ceased to function, while the Center in Mathematics and Science Education continues largely on the strength of some grants in mathematics which provide release time for the director. The Center of Excellence in Instructional Technology for Special Education, now in its last year of state funding, will go on, but under reduced circumstances that make its future viability uncertain.

The institutions that have sponsored these centers do not feel compelled, especially in a time of budgetary difficulty, to do more than provide makeshift arrangements for continuing their operations. Nor has support been forthcoming from other quarters either to supplement the university's contribution or to let the sponsoring institution know that the center is too important to allow it to dwindle. In short, these centers have not developed a constituency which either has access to funds or influence strong enough to support vigorous efforts to assure the center's continuity.

Why Continuity Is Proving So Difficult

In order to provide for its future, any entity created with grant funds needs to make a compelling case for its continuance beyond the period of initial external funding. The three centers whose four years of CHE funding have ended or is about to end have not made their case with enough people or the right people. The next two centers in terms of "seniority," the Centers for Excellence in Foreign Language and in Composition, are not at this time on their way to doing any better.

The root of their problem lies in the fact that the centers were not chosen with an eye to their relationship to major policy and program initiatives of the State Department of Education and of school systems. Thus, while the centers have done and could continue to do important work with teachers, either the curricular areas in which they operate are not those to which the public schools feel compelled to pay attention, or there is no

endorsement of the particular center by the State Department of Education as a source of expertise to meet a statewide need. Thus when external support for the participation of teachers which the centers provide has disappeared, school systems do not find it a priority to spend scarce dollars of their own on services provided by the center or even to support the center strongly in making the case for expanded funding by its university.

The centers, then, although they are doing well things that are important to do, are not engaged in the work that public schools <u>must</u> attend to. They are not operating at the point where school systems feel pressure from the State or, presumably, from the communities they serve.

The problem does not lie in what the centers have chosen to do, but rather in an insufficient realization on the part of all concerned that the centers' impact and future financial viability is heavily dependent on their alignment with priorities and initiatives that affect school systems widely. The centers are not sufficiently well funded nor is their four-year life long enough for them to create the necessary sense of urgency about their areas of activity. Thus they need to attach themselves to an existing priority.

The centers would not have to be dependent on public policy to make a case for their necessity if they had a strong constituency in support of their activities. Given the absence of state-level endorsement, most of the centers will have to

create that constituency themselves, the only possible exceptions being the Centers for Technology in Special Education and Early Childhood Education which have well-organized community groups with an interest in what they are doing.

No center so far, however, has succeeded in either mobilizing a natural constituency or creating one with any real influence. In general, they have not made a systematic attempt to do so. As far as I could determine, only one or two center directors has met with a school board or a superintendent. While centers are commonly in close contact with the appropriate curriculum coordinators for school systems in their geographic areas, centers have had little success in working with the coordinators statewide and enlisting their enthusiasm. Neither has any center made a successful effort to enlist the advocacy of community groups, such as special education organizations or business people interested in public education.

Thus, lacking a base either in public policy or school and community advocacy, the centers have weak standing within their institutions. Since they have chosen to focus their efforts primarily on in-service programs, they have, with one exception, no group internal to their institutions whom they have helped and who might support them. None has achieved such prestige in the academic world that the institution would find it disadvantageous to its reputation to reduce or eliminate funding. Under those circumstances, continuing support in a time of declining resources is a hard sell indeed.

Expectations for Research and Prestige

The statement of "Characteristics of a Center of Excellence" contained in CHE's request for proposals indicates that centers must have "a clearly defined focus in advanced scholarship, broadly interpreted to include basic and applied research and program development." Through such research and program development, the center "must demonstrate a substantial likelihood of achieving a reputation for excellence, at least at the Southeastern regional level."

The research and development activities of the centers have not resulted in the establishment of such a reputation. Each of the two-year review teams has found it necessary to remind the center that research and visibility beyond its part of the State is a major element of its mission. Each center has made an effort to respond, but success has been limited.

This limited success is at least partially explainable by the dynamics of starting a new program. The centers begin from a standing start. They receive their funding in August and typically spend most of the first year gathering data, finding avenues of communication with their audiences, and preparing for their first major public activity the following summer. By the time the review teams appear in the late winter of their second year, the center is barely beginning to take on a definable shape and philosophy such that center staff would have something to share with colleagues.

Just in the logic of things it would take at least until the

third year of operation before an article about the center and its activities could be written and accepted for publication or a staff member could be included in the program of a national or regional meeting. It is more likely to be during the center's fourth year and beyond before its creators have something meaningful to tell the professional field about research results. Thus some centers may find themselves poised on the edge of achieving a wider reputation just at the point where the major funding ends, but without the means to pursue possibilities aggressively.

The problem, however, does not lie entirely in circumstances. Some centers have not, at the beginning of their activities, taken those steps that might result in wider recognition. Most do not establish specific research agendas and take the steps necessary to begin research activities. Under pressure to get training programs in place, directors understandably but unfortunately postpone action on the research agenda. By the time they can turn their full attention to research and to establishing networks that will lead to recognition of the center, it is too late to achieve useful results within the four years.

Consideration of the specific experiences of the centers provides useful insights. The Mathematics and Science Center at Clemson University, one of the original two centers funded under the restructured Centers of Excellence Program in 1988, undertook six specific activities involving creation of teaching materials

and providing support for in-service and pre-service teachers engaged in particular activities (coaching teams for math competitions; taking the National Teacher Examination). The most successful activity is the creation of a set of problem solving modules in several areas of science and mathematics to be used with students at a variety of grade levels. Sales of the module packages has been quite brisk, not just locally but nationally, and they are scheduled for distribution by a major publisher. Any national visibility the center achieves will be based on this future publication.

This center has produced no research on the efficacy of its products and activities nor is there any systematic evaluation. Evidence of success is anecdotal. Thus, except for the problem solving modules and guidebooks for school mathematics team sponsors and those preparing to take the math portion of the NTE, it has little to share with the profession as evidence of its value as a model or a statewide or regional resource.

The Early Childhood Center at Winthrop University, which concentrated its efforts on serving at-risk and handicapped students in a campus preschool setting, established a master's degree program to prepare teachers for work with these students. This center made a formal attempt to establish a research agenda in its third year, but the person hired to spearhead the effort became ill shortly after assuming his duties, so that his efforts bore no fruit.

This center had three directors in four years. The person

hired to direct the center in its fourth year had an active research program, which he brought with him, but he never involved any of the other center personnel in it. There is some doubt as to whether his agenda was entirely relevant to the purposes of the Center, since much of it involves younger children (birth to age three). When State funding ended and budget circumstances became such that the University was able to make little further contribution to the Center's function, this director left for a more stable position. Personnel who were involved with the center throughout its four years produced one journal article, published in 1993, and developed and validated a rating scale useful to them in their work.

This center's problems in developing a research program stemmed from leadership instability rather than lack of planning. Ultimately, the bulk of the research output was the work of a director who spent only a year with the center and so made only a passing contribution to its reputation, which otherwise was confined to South Carolina and was based largely on some quite successful in-service work.

The Special Education Technology Center at the University of South Carolina has yet to achieve its considerable potential for wider impact for a still different set of reasons. The directors of this center spent the first two years evaluating and purchasing hardware and software and developing a graduate course. It was the third year of operation before they started talking about the center to area, State and national audiences

and inviting the use of the center by people in the schools. Despite two years of substantial activity, the quality of the center and the many ways in which it can and is anxious to support the work of schools has not become generally known.

The original proposers of the center planned to involve the faculty of the University's Special Education Program extensively in research related to the center, for which the possibilities are enormous. To date, no faculty member at USC or any other institution has built a research program around the center. At least part of the problem, I was told by several people, stems from reluctance of the great majority of the Special Education faculty, for whatever reason, to take ownership of the center.

In the case of the Special Education Technology Center, then, lack of wider impact is the result of a late start in publicizing it and lack of use of its research potential by those most likely to want to use it. This center, whose work has an urgency and appeal to clearly defined constituencies which is available to none of the other centers, now finds its funding ending without having established an external base of support.

These three centers differ in the specific circumstances that have disappointed expectations of wider impact. The common thread in these tales is failure to plan and begin early on a research agenda and to develop from the beginning a scheme to make the work of the center widely known.

Role of the Host Universities

The universities that have housed and provided substantial

financial support for the centers entered into original agreements readily enough and with apparent good will. The centers in most cases presented an opportunity to enhance the work of programs and individuals whose work was already bringing distinction to the institution. The centers also provided an avenue for cooperative efforts with the public schools which higher education institutions were feeling increasingly obliged to undertake. In half the cases, these efforts would (and did) involve arts and sciences faculty in addition to education faculty.

For the first two centers to be created in 1987 under the new program, those at Winthrop and Clemson, funding expectations were changed during the course of the grant. While the institutions were prepared to match the CHE contribution at the rate of one institutional dollar for each two State dollars, the expectation was that State dollars would remain constant throughout the four years. In 1989 CHE found it necessary to begin a policy of decreasing its contribution by a set percentage annually in order to award grants for establishing new centers despite level funding for the program. These institutions were put in a position either to increase their contributions to offset CHE's declining one or ask the centers to reduce the scope of their planned activities. In the actual event, Winthrop maintained its former level of funding in year three, despite the reduced CHE grant, then reduced its contribution in the fourth year to match a further diminished CHE grant dollar for dollar.

Clemson maintained its one-for-two match, reducing its contribution proportionate to CHE.

The Clemson model seems, until recently, to be the one to have been followed for the other four centers: both CHE and the institution reduce their funding, so that the centers operate with less money each year. Sometimes CHE provides supplementary funding so that centers can take advantage of particular opportunities. CHE staff has also recently made efforts to get the institutions to maintain or increase their share of funding as the Commission decreases its contribution.

When the CHE funding ends, institutions seem to be resorting to various makeshifts to keep the center afloat. So far these makeshifts appear inadequate, although there are only two actual cases from which to judge and unsupported predictions about a third one based on some partially formulated plans.

Thus institutions have upheld their part of the financial bargain, though they have been hard pressed to go much beyond. What they seem to have failed to contribute is guidance. Those to whom the center directors report are people with an enormous range of responsibilities who have not been able to sit down with the directors and think through the task of designing an activity like this one so that it can be self-supporting or close to it within four or five years. Center directors have been for the most part faculty members who think in terms of offering good programs of instruction. They are not by and large people who think in terms of public relations, politics, and strategic

planning. They need guidance in these matters, but largely they have been left to their own devices, with the kinds of results I have been documenting.

Role of the Commission on Higher Education

The Commission has provided little guidance of this sort either. Commission staff has seen its role as selecting the most likely recipients of the Centers of Excellence grants, approving their budgets and monitoring their activities at appropriate intervals. Keeping their distance in this way is no doubt conditioned by staff's experience of having aroused hostility for trying to intervene in the management of programs clearly given to institutions to run. Nor is there much staff time available to monitor and guide the programs. Having set the guidelines and determined the likelihood that they can be met, CHE sees its role as monitoring, encouragement, and seeing that the check arrives on time. Active intervention usually means burnt fingers.

CHE does use the occasion of the two-year reviews to get centers pointed in the right direction, but by that time it is often too late. An annual meeting of the center directors, which was held for the first time this year, provides an excellent occasion for CHE to nudge centers into position as well as providing an occasion for sharing and support among the directors.

CHE might also build into its guidelines requirements that institutions think through the non-programmatic aspects of center activity more systematically in the planning stage. Selection of

directors who have a broader notion of what administration involves would also help.

Summary of Findings

The centers seem to have been quite successful at providing a variety of education and training activities for different audiences, depending on the focus of each center's activities. Particularly successful has been the work with in-service teachers. Very little has been done to improve the practice of college and university faculty who prepare teachers, either at the institutions that house the centers or more generally throughout the State.

The centers have also played an important role in bringing college and university faculty into productive relationships with public school faculty. The Centers of Excellence Program has been a fine catalyst for achieving school-university cooperation through many kinds of healthy relationships.

The research record of the centers is not impressive. Very little work, either theoretical or applied, has emerged in print or been presented at meetings. Most presentations to professional colleagues have been descriptive accounts of the centers and their activities, rather than the results of systematic studies undertaken with data derived from center activities. The degree to which research, broadly interpreted, has in practice been considered by CHE to be an important activity of the centers is not clear, especially with regard to the first centers funded.

Nor have the centers achieved the goal of becoming resources for the State and models for the region and nation. They have developed the expertise that would qualify them for that role, but have usually not pursued vigorously the activities that would make achievement of such a role possible. Nor is it likely they could have achieved any such role beyond South Carolina within a four year period.

There has been no opportunity to see what might happen if the centers had more than four years to develop, since they do not seem able to sustain themselves beyond the period of CHE support. The institutions that sponsored the centers have not been able to provide more than subsistence funding beyond the four years, nor has any center mobilized the support or prestige that would have led their universities to find such continued funding advantageous. No center has tried systematically to do so.

Nor are the centers supported in their work by connections to highly visible policy or program initiatives of the State Department of Education or other agencies. They work on important matters, but their work is not recognized as essential to State education priorities.

The centers have for the most part been under the direction of people who do not have the entrepreneurial outlook required to make a center survive. They are able people who have been chosen for other, perfectly good reasons. But they have not had the guidance from their own institutions or from CHE that they need.

The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

RECOMMENDATIONS

Achieving the considerable ambitions the Commission on Higher Education has for the centers will require more than four years of operation. Thus the main task for the centers, apart from the basic one of providing good programs, is finding ways to sustain vigorous activity beyond the period of CHE funding until their utility and reputations are well established.

The money necessary to support that continued activity is most likely to come from any or all of three sources: their own institutions; federal government, corporate, and foundation grant funds; and fees paid by school systems and higher education institutions for staff training. Grant funds in most areas of the curriculum are scarce and highly competitive. They have the further disadvantage of pushing applicants to do what the grantee sees as a high priority rather than what may be more central to the grantee's purposes. An organization that lives on grants ends up doing what money is available to support, rather than what it may think most important to do.

Attracting the interest and commitment of schools and colleges also requires tailoring programs to their needs, but in

this case that tailoring can be done at the time the center is established rather than after three or four years of operation, at which time responding to the grants environment may mean a distortion of established purposes. In other words, the future viability of the centers depends on their alignment with the interests of their primary clientele.

What school systems want, especially in a time of extremely limited training and discretionary funds, is heavily influenced by policy at the State level. They are compelled to respond to State policy mandates and associated programmatic initiatives. If the centers are not an integral part of these policy and program thrusts, they have little chance of deriving funds by providing in-service training. Nor will they gain strong advocacy from school systems by graduating teachers prepared to do what the systems need.

RECOMMENDATION I. The Commission on Higher Education should support only those centers whose goals are closely aligned with major State policy or program initiatives. Concomitantly, the State Department of Education, through its participation in the selection of new centers and monitoring of existing ones, should commit itself to working with the centers that meet this criterion. Carrying out this recommendation means close coordination between CHE and the State Department of Education. If, as it appears to be, the purpose of the Centers of Excellence is to bring colleges and universities into service of the public schools of the State, these two organizations need to work more

closely to determine the most useful areas of focus for the centers. Nothing would better support the long-term viability of the centers than to implement this recommendation. It may be that the Council on Educational Collaboration, with its broad-based membership, is the most useful vehicle for this kind of coordination.

The Commission is probably expecting too much in looking for centers to achieve regional or national visibility in four years. Achieving leadership status in the State within this time is in itself an ambitious goal, especially if the acknowledgement of such leadership by other higher education institutions as well as schools is a part of that status.

RECOMMENDATION 2. The Commission should set achievement of statewide, as opposed to regional and national, resource and leadership status as the four-year goal for the centers. A center will not achieve this status unaided. While there is much any program housed at a particular institution can do to help itself, very few institutions in South Carolina have a statewide presence in the education community, their work and strong contacts being mostly in their own regions of the State. They will need active promotion by the Commission and, one would hope, by the State Department of Education, both of which have strong statewide presences.

RECOMMENDATION 3. The Commission staff should actively and systematically promote the programs and leadership role of the centers, enlisting the support of the State Department of

Education, the Legislature and other appropriate State agencies to the degree possible. If the CHE believes in the centers, it ought to promote them. If it ceases to believe in the value or effectiveness of a particular center, it ought to terminate funding.

Experience to date suggests that the center directors need more than help in increasing the visibility of their activities. They need guidance in the non-programmatic elements of their jobs, more than is likely to be forthcoming from their institutions.

RECOMMENDATION 4. The Commission staff member responsible for the Centers of Excellence Program should continue to meet at least annually--and preferably more often--with the center directors as a group. These meetings should focus on those matters that experience has shown center directors tend to neglect: research agendas, leadership strategies, ways of increasing visibility, kinds of contacts that need to be made and ways that the centers can support each other. I understand that one such meeting has been held recently and that future meetings on a regular basis are both desired and planned by all involved.

Some of the problems that lead to the foregoing recommendations can be obviated by some changes in the criteria of selection and introducing some additional considerations into the selection process.

RECOMMENDATION 5. The Commission should require that applications for funding, both original and continuing, contain a

systematic plan for developing an influential constituency for the center. Center directors need to cultivate school boards, superintendents, parent groups, statewide organizations, and business leaders to the degree that such potential sources of support exist for a given center. These groups need to be represented on advisory committees and center personnel should be in regular contact with them. Except for the statewide organizations representing the curriculum area in which the center is operating, existing centers have paid far too little attention to these sources of potential support and influence.

RECOMMENDATION 6. Original applications should contain a plan for achieving a position of leadership in the State within four years. The leaders of the center should already have a reputation for special authority in the center's area of operation. The plan should indicate how the center will go about translating this authority into acknowledged leadership.

RECOMMENDATION 7. Applications for original and continuing funding should contain specific plans for developing and carrying out a research agenda. If a center is to achieve national or regional prominence in 6-8 years, it must plan from the beginning for the carrying out of research in connection with its activities. It will not do to spend the first two years concentrating on programs, waiting until the third year to think seriously about research. To be sure, a center must have some activities underway before research can begin, but the activities and the research connected with them must be planned together.

This need for simultaneous planning has as a correlate the identification and active involvement in center activities of people committed to carrying out that research.

While evidence of this kind of forethought can be a formal element of the proposal, some other significant factors in choosing centers to be funded requires sensitivity by the selectors to key factors in their success potential.

RECOMMENDATION 8. Selectors should look for evidence that the center will have strong support within the unit in which it is housed. It goes without saying that the administrator who will be responsible for identifying institutional funds to support the center must be strongly supportive. Other faculty members in the unit must share that enthusiasm. In at least two of the six cases the center of excellence appears to have been formed around the interests of a single faculty member and is not predicated on general departmental support. In such a situation, colleagues who should be counted on for support are likely to be resentful instead and, in tight budgetary times, will be only too anxious to throw the center overboard and reclaim the institution's share of its budget.

RECOMMENDATION 9. Those involved in the selection process should look for evidence that the proposed center director has a good sense of the non-programmatic, particularly the entrepreneurial aspects, of the director's role. No activity funded with soft money, unless it is self-terminating at the end of the grant period, succeeds without good strategic planning and

aggressive promotion within its potential base of support. As queasy as academics may feel about the notion of entrepreneurship, centers and institutes cannot survive without it. Entrepreneurial activities never need to be intellectually dishonest and undignified, but they do need to be pursued systematically.

I do not believe that more money is the key to the ultimate success of the Centers of Excellence Program. Even if it were, it would be hard to know what the source of additional funding might be. There are, however, a couple of recommendations regarding funding that seem feasible.

RECOMMENDATION 10. Institutions sponsoring the centers should be required to maintain support at least at an even level throughout the four years of funding, even as CHE funds are reduced. If the sponsoring universities reduce their funding proportionate to reduced CHE funding, as has been the case with existing centers, when the four year grant period ends their contributions will not be large enough to sustain the center. Universities entering into the Centers of Excellence Program should <u>expect</u> that their support will have to remain in place longer than four years and should be positioned to provide those funds. They also should feel entitled to set conditions for the Center's demonstrating its viability by generating its own funds within a reasonable period of time or ceasing operations.

RECOMMENDATION 11. The Commission should consider using a small portion of currently available funds to provide fifth-year

"bridge grants" to centers whose work shows promise of achieving program goals but needs another year to develop. These "bridge grants" should not exceed $25,000 and should be used specifically in support of activities that will help the center develop regional and national visibility or acquire major external funding. These funds should be made available only to those centers that have already achieved the goal of leadership in the State. The provision of these funds may serve as an additional incentive to institutions sponsoring the centers to maintain their support and encourage centers that have done well but which may be operating in an area in which external funding is scarce.

CHE should not expect that all centers will be equally successful and should anticipate that some centers will not do well at all. Some centers should cease operations when the funding expires.

The Centers of Excellence Program is a good idea and can be made to succeed better than it has. The key will be to acknowledge frankly problems of coordination with the elementary and secondary education sector and the practical problems of making operations like these succeed. It will not help to wish that people and circumstances were different from what they are.

These recommendations involve dealing self-consciously with the problems that five years of experience with the Centers of Excellence Program have amply illustrated. They do not imply that the program has been unsuccessful or that the people

involved in it have failed to do their work well and conscientiously. Indeed, just the opposite is true. Achieving success in making the centers statewide resources is a matter of better interagency coordination and more attention to positioning of the centers. It is emphatically not a matter of the quality of the centers' work, which has been quite high. Achieving regional and national visibility will require more time and a higher level of continuing support for those institutions capable of achieving such stature.

I appreciate the cooperation of the Commission and all the center and university staffs with whom I worked. They have been unfailingly kind and helpful. If my judgements have sometimes been harsh, I hope they will be useful in bringing the program to its full and very considerable potential.

SUMMARIES OF INDIVIDUAL CENTER ACTIVITIES

These sketches are not intended to be full accounts of the activities undertaken by the centers. Neither are they evaluations of the strengths and weaknesses of the centers, although I recognize that some statements will be taken, not unfairly, to imply judgements.

The main purpose of these sketches is to illustrate the major conclusions of the report. Consequently, I talk about each of the centers in terms of those matters that seem most relevant to the Centers of Excellence Program as a whole: constituencies served, research programs, impact. They are attempts to state briefly what each center has done to improve practice and to become a resource for the State.

I have sequenced the sketches in order of "seniority," dealing first with the earliest centers to be funded. Thus readers may have some sense of the way in which the program as a whole has progressed. Because they have been in operation longer, the first centers established will have done more and require more extended descriptions.

Center of Excellence in Early Childhood Education for Handicapped and At-risk Children-Winthrop University

I. Reason for Selection

Winthrop has a strong laboratory pre-school program (the McFeat School) located on the campus and in the school's director, Rosemary Althouse, a person widely recognized in the State for her expert knowledge of and success with young children. The focus on handicapped and at-risk students was, however, a stretch for the University staff.

II. Pre-service Preparation Activities

The University successfully implemented a master's degree program in special education with emphasis on early childhood education, which enrolled ten students, eight of whom completed it and are working in the field. The program has been discontinued.

A series of videotapes of handicapped students enrolled in the McFeat School were made and are used in undergraduate classes.

During the center's second summer, ten undergraduate students, recruited from predominantly black colleges and universities in the State, participated in an institute on teaching handicapped and at-risk children in a preschool setting.

III. In-service Activities

The center conducted a variety of in-service activities of varying length, including an intensive two week summer course for preschool teachers and several short training seminars for both teachers and administrators.

A major undertaking was the Rural Telementoring Project, designed to connect teachers working with preschool students in rural areas through a computer system. The hardware and software were put in place and teachers trained in the use of it, but it was little used for the kind of sharing of questions and information for which it was designed. After a formal evaluation of its use, the project was discontinued.

The center also offered some seminars for parents and one for trainers of trainers.

Staff of the McFeat School educated themselves in the whole matter of working with handicapped preschool children. This preparation and the experience in working with the 11 children enrolled in the school has resulted in a substantial reservoir of expertise.

IV. Research and Evaluation

Several large research projects were at one time or another associated with the project, but the only ones fully emerging from it were the creation and validation of an instrument for assessing the degree to which early intervention programs are providing family services and an article on fostering social development in children with disabilities.

Apart from the evaluation of the rural telementoring project, no estimate of the center's impact has been undertaken except for an enumeration of the numbers of people served through the various activities.

V. Work with Other Higher Education Faculty-The first activity of the center was a series of three staff development conferences for faculty of Winthrop University and other higher education institutions in the State.

VI. Other Activities

Eleven at-risk and handicapped students from the Rock Hill area were enrolled in the McFeat School over the course of the project, the cost of tuition and transportation subsidized by center funds.

VII. Leadership Activities

The network of rural teachers was organized by the center.

The center also organized a conference of school and higher education faculty and Department of Education staff with the purpose of establishing common goals and objectives for preparing teachers for the field of early childhood special education. (No followup on this conference, attended by 37 people, occurred.)

VIII. Impact

The graduate program prepared eight people for work in the field. They are all employed in relevant positions, carrying their knowledge to others.

Several courses and in-service seminars for teachers and workshops for parents reached a substantial number of people, some activities with more intensity than others.

The staff of the center themselves developed a high level of expertise. Their interest and enthusiasm spilled over to the University's education faculty generally and caused some continuing modifications of the curriculum to reflect concern for preschool handicapped children. The videotapes of work with handicapped children are used in classes and in workshops with teachers and parents. Hundreds of pre-service teachers have observed the activities of the School.

The eleven students enrolled in the McFeat School benefitted.

The center was not able to establish a position of acknowledged leadership in the State or to develop a group of people who looked to them for assistance. Recognition outside the State is difficult to determine but is not widespread.

A small amount of training and technical assistance was provided to a couple of local schools, with continuing beneficial effect.

IX. The Future

The center is essentially defunct. The University was not able to continue support for activities. Enrollment of at-risk and handicapped students in the McFeat School has fallen to two students, largely because most such students cannot attend without considerable financial and logistical support which the center has no funds to provide. The staff's expertise is thus largely unused. The change after two years in expected level of CHE funding, coupled with general higher education funding problems, clearly played a role in the dwindling of center activities.

The last of the three center directors left the University in the year after CHE funding ended for a more stable position

with another kind of organization in another state. He took his research programs and grants with him.

Without funding, Winthrop staff members who have been associated with the center cannot either undertake the activities or mount the programs that would allow them to consolidate leadership in the State.

Since the issue of pre-school handicapped and at-risk students does not have a well defined group of people with a concern about it, it is difficult to know what group it would be that the center would lead unless it created this group itself. The situation was not helped by the lack of involvement of public school personnel in planning the center and the fact that the center did not establish an advisory board around which general support for its activities might have cohered.

Thus center staff were never able, during the period of CHE funding, to create a cohesive group around the center's focus of concern. This situation might be attributed in part to several causes, including continual changes of leadership (three directors in four years) with each director having a different agenda, the failure of the rural telementoring network, and a lack of follow through on initiatives, such as the goal-setting conference for the training of teachers in the field, that might have established leadership.

Center in Mathematics and Science Education-Clemson University

I. Reason for Selection

Clemson has an impressive recent history of innovation in science and mathematics teaching which has earned it a national reputation. Several science and mathematics faculty have good relationships with the schools. The University is the largest producer of mathematics and science teachers in South Carolina. At the time the center was established, Clemson had several active grant awards in areas related to center activities.

II. Activities

The center undertook to carry out six specific activities under CHE funding. All were directed at in-service teachers.

1. Creation of a set of problem solving modules for use by teachers at various grade levels in several math and science fields.
2. Developing a statewide mathematics contest program, including support for coaches of secondary school mathematics teams.
3. Developing instructional packages, including video materials to help teachers with instruction in hard-to-teach topics.
4. Teaching advanced placement courses via television.
5. Establishing a program for teaching materials evaluation.
6. Expanding a clearinghouse of information on training opportunities available to science and mathematics

teachers.

This center's agenda was unique in that it developed a specific set of activities nearly all of which were self-terminating. Thus it could cease operations when its funding ended without withdrawing a service, with the exception of the clearinghouse and the mathematics contests, on which people had come to depend.

This set of activities in both planning and execution represented strong cooperation between University faculty and school teachers in the area. Internal relationships between math and science faculty and counterparts in the College of Education were quite good, as is reflected in the sponsorship of the center by both the College of Science and the College of Education.

III. Research and Evaluation

No research has emerged from this center's activities, but developmental work, especially the problem solving modules, has been valuable. No evaluation of the center's products or impacts has been conducted.

IV. Leadership

The center has established a position of leadership among science and mathematics faculty, particularly the latter, in Pickens County and adjacent areas. Statewide leadership seems limited to the mathematics contest areas and coordination of some additional mathematics activities. The center's director serves on the Governor's Mathematics and Science Advisory Board. The problem solving modules have created some national visibility and could create more when the materials are regularly published. The center has also been active outside the State in the conduct of in-service programs in North Carolina.

V. Impact

The problem solving modules are a clear success and the math contest program continues as a strong part of center activities. The center helped to bring math/science and education faculty together internally, although with the slowing of center activities following the end of CHE funding those relationships are decaying.

The clearinghouse continues in operation but at a low level of activity. The teaching of advanced placement courses by television never got off the ground, although courses were prepared in two areas. The inability of schools to invest in the hardware necessary to make the program run is at least partially responsible for its current inactivity. Eight videotapes on difficult-to-teach topics in three subjects were completed and a supply of tapes prepared, but there has been little demand for them. Materials evaluations were conducted in math and biology.

The existence of the center and its range of activities is felt by many at Clemson to have played a role in acquiring a very large grant for high school biology curriculum development. This

grant is not, however, administered through the center. However, an NSF mathematics curriculum development grant of over a half million dollars is administered through the center, bringing the total of such grant funds generated by the center since its inception to $2.5 million.

VI. Future

The center hangs on, supported by 25 percent release time for the director and some grants he has been able to generate. The center is now solely under the aegis of the College of Science and may soon come entirely under the direction of the Department of Mathematics. Thus it is losing its intercollegiate and interdisciplinary character. Much of the problem of finding an appropriate administrative home for the center stems from some more general internal controversies about who retains the overhead for externally funded projects that are associated with more than one unit.

If Clemson becomes one of the "hubs" in the State Systemic Initiative for which NSF funding is being sought, the center role may be strengthened through association with that activity.

Center of Excellence in Instructional Technology for Special Education-University of South Carolina

I. Reason for Selection

The center appears to have been selected solely on the strength of its original co-director, Dr. Sandra Parsons, and her work with technology for visually impaired students. Until this year, the center, by design, focused solely on this group and the learning disabled, with visual impairment being the more prominent. With Dr. Parsons' departure for another institution and the retirement of the other co-director, the emphasis is being broadened.

II. Pre-service Activities

The center and its resources are in the process of being well integrated into the training of students at both the graduate and undergraduate levels. A graduate course, "Technology for Special Populations," is required for all graduate students in special education. Two other graduate courses make extensive use of the center. Students in several courses, both graduate and undergraduate, special and regular education, visit the center at least once during the semester.

III. In-service Activities

The center conducts an annual summer institute in special education technology for 12 teachers from around the State. A series of in-service workshops for teachers and administrators was held in May of 1992.

One original idea for the center was to be a place where teachers could come to see and evaluate the best available

technology, both software and hardware. The center spent most of its efforts in its first two years developing this collection, which in the areas of visual handicap and learning disabilities is quite impressive. The resource has not, however, become well known in the area. Part of the problem is a lack of time and resources for staff to offer workshops in school districts that would acquaint teachers and supervisors with the center's resources and how to use them. That effort has expanded in the past year.

The center has done no work with college and university faculty elsewhere in the State.

IV. Research and Evaluation

The process of exploring and evaluating available products was, in one sense, a major research project in itself. In the center's third year of operation, staff made presentations on the nature of the center and the process of establishing such a facility for State and national audiences. Journals and newsletters have contained written accounts of the center's work.

The initial application anticipated use of the center by USC's special education faculty as a locus for their own research. Little has so far taken place.

No formal evaluation of the center and its activities has been undertaken since the Commission's two-year review in April, 1991.

V. Leadership

The center did little before the current year to mobilize and involve its strong, active and well-organized natural constituency of teachers and parent groups in its activities. No external advisory board was established until the end of the third year of operation. It met once at the end of that year. Neither does there seem to have been an effort to establish formal relationships with the statewide organizations of special educators or parent groups, either locally or statewide. In general, externally directed efforts have not been systematic.

VI. Impact

The center has had an identifiable impact on pre-service training at USC and is beginning to explore its potential in working with in-service teachers. It has had no impact on faculty of other higher education institutions and none on the research programs of USC faculty.

The strong collection of materials and augmentative hardware that has been assembled is ready for much wider use.

VII. Future

The center is in its last year of CHE funding. The USC College of Education seems committed to continuing its operation. Current thinking would have the day-to-day operation of the center come under the supervision of the Director of the Educational Technology Center, in whose area it is physically

housed. A member of the Special Education faculty would be responsible for determining center policy and program. Whether a staff whose time is entirely committed to the Special Education Technology Center would remain in place is uncertain. Given the demands for depth of knowledge about the center's materials necessary to that staff's effective functioning, such a dedication of time and effort specifically to the center would seem important.

Equally important will be the availability of funds to keep the materials up to date. With the rapid development that characterizes all computer technology being no different for special education, the center will become a fossil unless its holdings are continually updated.

The center's long-term viability is dependent on its expanding its contacts in the schools and the special education community.

Center of Excellence in Foreign Language Instruction-Furman University

I. Reason for Selection

Furman has a very large foreign language faculty for an institution its size. It is a generally active and innovative group.

The center was originally designed to be run cooperatively with USC-Spartanburg. While some USC-S faculty remain active, any formal affiliation with the public institution has disappeared.

II. Activities

Nearly all activities are directed at in-service teachers. A few pre-service teachers have taken part in courses and institutes. Most offerings have been intensive summer courses, which have been extremely well received, with many participants coming back for a second and third course. One course has been offered during each academic year. Both institutes and courses are applicable to graduate degrees. While funds were available, the center awarded several summer travel abroad grants to in-service teachers. Efforts to have these grants support research projects have not produced the desired results.

The center has made special efforts to support elementary school foreign language teaching, particularly through two projects with nearby schools.

III. Leadership

The foreign language teaching community in the State is not large and has few strong educational opportunities available to school teachers, so that Furman's offerings have been very welcome to teachers from all over the state. The program's staff has been active in developing the State foreign language curriculum framework and helping at least one technical college revise its foreign language offerings.

Efforts to develop an on-going local advisory group, made up of educators and community and business leaders have not been successful. The group functioned well in helping to get the center started, but does not seem willing in this, the third year of center operations, to assume a role again.

IV. Research and Evaluation

The only specific research product has been an article in the International Education Encyclopedia on elementary school foreign language teaching, the area in which the center is attempting to focus its activities. Efforts to involve teachers in classroom research on foreign language teaching have not borne much fruit.

Individual courses offered by the center have been effectively evaluated. The regular two-year review of the center provided a useful evaluation of activities to date.

V. Impact

The center's activities have been enthusiastically received by teachers from all over the State and by the two local elementary schools with which staff have worked. Of all the centers this one has had the most statewide visibility, largely because it serves a compact and under-served group of teachers.

Potential for wider impact lies in the center's ability to develop a reputation in the elementary school foreign language teaching area.

VI. Future

Continued funding for the center at a level that will allow it to reach its potential will be difficult to achieve. Furman University has to date been quite supportive, but its funds are limited and it may not be able to keep the center active for as long as it will take, after CHE funding, to achieve a reputation that will help it attract grant funds. Foreign language teaching, especially in the elementary school, is not a high priority for granting agencies.

A possible source of funding is Greenville-area business, much of which is foreign-owned and employs foreign nationals. The center has not to date been able to interest this group in its work. Neither has there been an attempt to forge an alliance with the Greenville and Spartanburg public school systems which might leverage this business support.

This center is the clearest illustration of the disjunction between a center's focus and public priorities. Increasing student study of foreign languages and improving foreign language teaching is not a major public priority. Foreign language instruction in elementary schools is even less so.

Center of Excellence in Composition-Coastal Carolina College

I. Reason for Selection

USC Coastal was asked to take on this center when another institution in region, which had originally proposed it, felt unable to meet its commitments. The proposal was in fact written by staff of the Marion High School, which was to have been and has been the primary locus of project activities.

As a result of the shift of the program from one institution to another, the center got started a few months later than other centers have. While it is technically nearing the end of its second year of funding, it has actually been underway for less that 18 months.

II. Activities

The center focuses on improving writing across the curriculum in high schools. Thus this past summer's activities focused on eight Marion High School faculty in six disciplines who attended a summer conference and workshop on the teaching of writing in the disciplinary context and the use of computers to support the teaching of writing. These teachers have, during the academic year, been conducting classroom research projects related to the teaching of composition. They are supported by Coastal Carolina faculty.

In addition, the center conducted a conference and institute for eight pre-service English teachers from the College and eight in-service English teachers.

III. Research and Evaluation

The classroom research projects remain the only research activity in this young program, but they are, according to all reports, coming along well.

The center has just had its regular review prior to funding for two additional years.

IV. Leadership

Since the program has focused entirely on the Marion High School Collaborative Project, it has not had an opportunity to establish a role elsewhere. Staff in surrounding school systems have taken an interest in the Marion High School work and indicated an interest in becoming part of similar activities. The opportunity for leadership in the Pee Dee is thus clearly present.

V. Impact

An unanticipated benefit has been the effect of the center in reviving the activities of the Coastal Area Writing Project, which had been in decline. A key staff member of the center is also director of the CAWP, so that the two units collaborate with each other and supplement each other's work.

There is also a strong potential for impact of the center on the College's own writing programs, which are currently in a

state of flux.

VI. Future

The center carried out its promised agenda fully and effectively. The College's administration is committed to holding up its end of the bargain.

The major question is the breadth of impact the center will have. The potential in its part of the State is very large, but any broader impact will probably be slower in coming and will require extended support by the College after CHE funding. Just as crucial will be a State initiative in English composition to which the center can attach itself and for which it can provide the expertise it is now beginning to develop. The credibility of its efforts will also depend on the work of the College's own faculty, apart from the English department group, in improving practice in teaching composition across the curriculum.

Center for Excellence in the Assessment of Student Learning-University of South Carolina

I. Reason for Selection

The center's credibility is based on the work of its director, Joseph Ryan. It is not clear who, beyond the center's staff, has an interest in the success of this undertaking. Dr. Ryan and the associate director, Dr. Teri Kuhs, will have to create their own audience.

II. Activities

The center is in its first year. The only formal activity, organized very quickly but quite effectively, was a February workshop on "Trends and Practices in the Assessment of Student Learning," attended by college and university faculty and administrators from around the State. For the workshop, center staff had prepared reviews of trends in non-traditional evaluative strategies in seven major teaching areas.

This center's focus, unlike the others, is exclusively on teachers of teachers. The major purpose is to get those on whom future teachers will model their behaviors, both education and arts and sciences faculty, to improve their practices in assessing student learning.

Center staff have scheduled an extensive program of speaking engagements throughout the State during the spring to interest faculty in their work, as well as some summer workshops and an institute for pre-service teachers.

III. Leadership

Center staff have organized at least one meeting with other Centers of Excellence directors to consider cooperative ventures. The February workshop also, in the composition of the invited attendees, indicated a determination to take on a statewide role. The composition of the statewide advisory committee, with whom

they have now met twice, reflects a similar orientation.

IV. Impact

While it is much too early to make any assessment of impact, one should note that center personnel have already begun to work with USC instructors and appear in their classes. The center also has several successful authentic assessment activities underway at USC that vividly illustrate the effectiveness of the strategies they are trying to teach and promote.

V. Future

More than any other center staff group, this one recognizes the importance of active promotion of the work of the center. Having no organized constituency at all, they are in the process of trying to create one and have been most thoughtful and assiduous in their efforts.

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	**Center of Excellence to Prepare Teachers of Children of Poverty**
Current Fiscal Year:	**2014-15**
Current EIA Appropriation:	**$350,000**

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

	Tammy Pawloski
Mailing Address:	**Francis Marion University** **P. O. Box 100547** **Florence, SC 29502**
Telephone Number:	**843.661.1475**
E-mail:	**tpawloski@fmarion.edu**

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

X_ was funded last fiscal year by general or other funds

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

__ 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:

2014 - 2015 Appropriation Act:

Part 1B section 1A H63-Department of Education-EIA

Proviso 1A.36

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

Proviso 1A.36 of the 2014-15 General Appropriations Act

1A.36. (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, non-traditional or alternative learning opportunities.

Regulation(s):

NONE

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

___ Yes

_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.)

Long-term Mission:

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Goals:

1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.

2. Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.

3. Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.

4. Become the premier resource for helping teachers learn how to provide a high quality education to all children of poverty.

2014-15 Objective (Proviso):

1. Expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities.

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?

Prior fiscal year activities that support achievement of project objectives:

Programmatic Foundation:

Program Planning, Development, and Oversight Task Force and Advisory Committee: A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.

Teacher Education Program Standards for Teachers of Children of Poverty: Francis Marion University School of Education programs and courses are continuously revised to reflect new understandings about the needs of children of poverty. A set of six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are a strong focus of the unit's NCATE/CAEP accreditation review. Program committees are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards.

Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state. The Center works with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at Francis Marion University.

Add-On Certification: Convened beginning in October, 2010, this group of 25 stakeholders worked to develop the proposals for Add-On Certification and Endorsement for Teachers of Children of Poverty that was approved by the South Carolina State Board of Education and became law in June, 2012. The Task Force, or specialized subsets of the group, continues to work toward marketing the new certification opportunities across the state. The work of this group is shared with the State Department of Education and members of the SC Education Deans Alliance. The Center of Excellence provides informational sessions for sister higher education institutions interested in providing similar coursework upon request and at professional meetings that attract leaders in higher education. Communications with officials from the state of Oregon are currently underway as this second state in the nation works to develop the theory that will be the foundation for a similar Add-

On Certification for teachers of children of poverty that will be based on the work of the Center and South Carolina.

Research Agenda

Collaborative Research Studies: A research agenda, based on consensually-identified teaching and learning questions, connects educators around the state with one another. The Center regularly is called upon by stakeholders to provide research to support their new or ongoing studies, and districts and schools often engage the Center as partners in proposals for funding, such as Race to the Top and other similar grant opportunities.

Research Consortium: The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools. The March 2014 consortium hosted educational researcher, Victoria Bernhardt, Executive Director of the *Education for the Future Initiative,* whose mission is to build the capacity of learning organizations at all levels to gather, analyze, and use data to continuously improve learning for all students. Bernhardt, also Professor (currently on leave) in the College of Communication and Education at California State University, Chico, explored issues related to the use of data to inform student learning and achievement.

Mastery Test for Teachers of Children of Poverty: Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FMU student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees so that it may be used to inform programmatic changes that will support ever-increasing success of FMU graduates as teachers of children of poverty.

Outreach

P-12 Outreach Projects: The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified questions related to curriculum, instruction, and assessment.

2013-14 supported projects:

P.E.E.R.S.	Clarendon Two
Holistic Development	Darlington
Tech for All	Clarendon Two
Write this Way	Clarendon Two
Salt Marsh	Marion

Higher Education Outreach Projects: The Center supports FMU faculty research initiatives designed to contribute to the literature that specifically relates to effective teaching in high-poverty schools through research with P-12 teachers of children of poverty.

Family and Community Partnerships and Engagement: The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families. The model also provides districts, schools, and teachers with direction and guidance in the identification and use of community resources to meet the needs of children of poverty.

National Network of Partnership Schools (NNPS) Outreach Projects: In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. This outreach project includes a competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment. The process is used to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.

2013-14 Supported Projects:

P.E.A.R.L.S	Florence One
Dads in the Dugout	Florence One
Mama, Papa and Baby Book Club	Florence One
Parenting Partners	Florence Three
Parenting Partners	Clarendon Two
Parenting Partners	Lexington Two
Parenting Partners	Williamsburg

Awards: The Center of Excellence was named *National Partnership Organization* by The National Network of Partnership Schools Project at Johns Hopkins University for the 7th consecutive year. The Center also provided direct support to the work of one partner school that earned the *National Partnership School* award for the 3rd consecutive year.

Workshop/Institute Series: Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in the Fall and Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The series focuses on results-driven best practices for high poverty schools and at-risk learners. Three workshops and institutes featuring six keynote addresses and 47 breakout sessions were offered in 2013-14. Together, these events provided three days of professional learning for more than 662 attendees.

Graduate and Professional Development Courses: Using a non-traditional delivery format, sustained professional development is delivered through coursework that considers the impact of poverty on academic achievement. These courses provide classroom teachers and school leaders with the knowledge and skills necessary to challenge the barriers of poverty. In order to accommodate the professional development needs of enrollees from around the state, options for graduate credit leading to Add-On or Endorsement certification, professional development graduate credit, and recertification hours are provided. The South Carolina Department of Education contracted with the Center to offer courses to teachers in their Gateways project. Teachers were provided the opportunity to enroll in either the professional development graduate course or the traditional graduate course. In 2013-14, a total of 113 educators participated in three courses that offered sustained and credit-bearing professional learning opportunities.

Professional Learning Outreach: Because of the reputation of the Center, staff members are regularly invited to conduct professional learning events in traditional and charter school settings across the state and the region, as well as at sister institutions of higher learning and at meetings convened by professional organizations. Since July 2013, Center staff delivered 21 peer-refereed scholarly papers and addresses at state and national professional conferences for more than 3900 attendees. More than 11,500 participants attended 86 workshops facilitated by Center staff for members of the education or professional communities in South Carolina, North Carolina, Pennsylvania, Delaware, New Jersey, New York, Maryland, Tennessee, and Georgia.

Distance Delivery: The Center regularly uses non-traditional formats to meet the needs of activity participants. Distance and blended delivery models are used for both Graduate and Professional

Development Graduate coursework, and pre-recorded videos and webinars are often used to deliver professional development outreach. The Center makes available training videos for ease of access through the YouTube hosting website.

Poverty Simulation: The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the 'Missouri Community Action Poverty Simulation.' Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living. Since July 2013, three sessions of this acclaimed simulation event have been delivered to 285 educators, teacher candidates, and community members.

Faculty Seminars: The Center annually hosts a venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty. Dr. Daljit Kaur's successful use of iPads to enhance pre- and in-service teachers' abilities to increase student motivation, engagement, and collaboration in classrooms that serve under-resourced students was the subject of the Spring 2014 seminar.

Model School Project: An action research model is used to guide sustained professional learning activities that are conducted with total school faculties that are interested in considering issues of importance to teachers of children of poverty. In 2013-14, Center staff led the induction teachers of Florence School District Three in a structured year of professional study. Approximately 40 novice teachers used an action research model to explore best practices for high-poverty schools. Monthly meetings were guided by an aggressive research agenda based on Thomas Guskey's Model for Evaluating Professional Development with a focus on understanding the impact of this professional development on teachers, school culture, and students.

A second and similar project was facilitated for the faculty of Leak Street High School, an alternative high school in Rockingham County, NC, that serves students who have been permanently removed from the traditional high school setting. Approximately 35 teachers and school leaders used a similar action research model, considering impacts of their action steps on academic achievement, student attendance and behavior, along with family partnerships and their own perceptions.

Publications

Center Website: (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders. Also used to market the activities of the Center, the website is updated regularly to include the changing menu of activities and events available to educators. Recent Google Search data rank the Center as 7th worldwide for relevance for the single search term "poverty.' The Center has eight phrases in the top three results or "top fold" of items that can typically be viewed without having to scroll down through search results. Web traffic statistics in the last fiscal year identified over 35,000 unique visitors to the Center website and more than 85,600 repeat visitors.

Health Resources Manual: The Center publishes annually its ***Health Resources Manual*** that provides health information that teachers statewide may access to support the health needs of children of poverty. The 2013-14 manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.

Resource Library: The Center houses a lending library of resources relevant to the education of children of poverty. Holdings are continuously expanded to support educators' needs for current research-based resources. The library currently includes 478 videos, books, and other print resources.

Position and Policy Papers: The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.

On-Line Journal: The Center publishes ***Teaching Children of Poverty (TCOP),*** an on-line journal for teachers of children of poverty.

Center Newsletter: The Center publishes a quarterly newsletter annually that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and to advertise Center events.

PLANNED CHANGES FOR CURRENT FISCAL YEAR:

Recommendations from the Center's independent evaluator are related to each of the three primary Center goals:

Pre-Service Education Recommendation:
Work with the administration of the School of Education at Francis Marion University to ensure *Teaching Children of Poverty Standards* are being implemented with fidelity. This may indicate a need for professional development for faculty members who are interested in improving their implementation of the standards. This may also result in higher student mastery across the six standards and higher levels of perceived preparation by students

Professional Development Recommendations:

1) Continue to offer professional development sessions at Francis Marion University and in districts/schools across the state and region as these are perceived to be high quality and appear to influence teaching practices.
2) Explore methods to offer more intensive professional development to schools or groups of schools, possibly for graduate credit toward Teaching Children of Poverty Endorsement or Certification, as student achievement results have been realized at all schools that have participated in the intensive professional development.

Premier Resource Recommendation:
Continue current efforts that have resulted in state, regional, and national recognition of the COE as a resource for teaching children of poverty. Offering resources and strategies through a variety of modalities and geared toward different populations of educators has improved participation, awareness, and teaching practices.

In response to these recommendations, the Center will continue prior fiscal year activities described above. Additionally, new and expanded activities are planned that further respond to these recommendations and to the charge of Proviso 1A.36.

NEW OR EXPANDED ACTIVITIES PLANNED FOR CURRENT FISCAL YEAR:

Outreach

The Center of Excellence has been charged with *providing "statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities."*

To that end, the Center will:

- Expand outreach offerings to engage educators from additional regions of South Carolina, and market Center activities specifically to South Carolina Federal Priority Schools.
- Expand coursework delivery to include additional non-traditional delivery methods, including intensive summer instruction followed by required field work during the academic year and a hybrid delivery format that includes face-to-face, synchronous and asynchronous delivery.
- Identify and engage new teacher partners in intensive professional learning outreach coupled with aggressive, classroom-based action research designed to identify most effective 'teacher moves' that yield student and school success.
- Expand offerings of professional learning opportunities via distance and hybrid delivery, weekend college, or other non-traditional and alternative learning opportunities.
- Identify and engage new school partners in school-based professional learning activities, coupled with aggressive, school-based research that studies the impact of Center strategies on student and school success.
- Convene collaborative events in which higher education institutions are invited to partner with school leaders to identify and study issues related to teaching children of poverty.
- Survey availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education.
- Survey status, attitudes, and beliefs of students who have formerly enrolled in 'teaching children of poverty' coursework.

Add-On Certification and Coursework

The Center of Excellence continues to provide leadership across the state toward access to Add-On Certification coursework.

To that end, the Center will:

- Use the Add-On and Endorsement Certification for Teachers of Children of Poverty legislation to inform the ongoing revision of all relevant coursework, support documents, and assessments, including a portfolio for Add-On Certification candidates.
- Expand delivery of coursework at Francis Marion University leading to the Add-On and Endorsement Certification for Teachers of Children of Poverty.
- Expand efforts to make coursework widely available for teachers across the state, specifically via distance and non-traditional delivery.
- Produce and distribute new pre-recorded videos, podcasts, or webinars, or facilitate face-to-face events that increase awareness of the work of the Center of Excellence, specifically in terms of the Add-On and Endorsement and Certification for Teachers of Children of Poverty. Offer on-going support for sister institutions of higher education that express interest in developing proposals to offer coursework leading to this licensure. Offer working sessions for institutional teams and continue to serve in an advisory capacity to those that seek approval of coursework leading to Add-On Certification and Endorsement.

- Continue efforts to create collaborative partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools.
- Explore marketing options for Add-On Endorsement and Certification for Teachers of Children of Poverty.

Francis Marion University Faculty Action Research Study

Teaching Children of Poverty Standards are embedded in all undergraduate and graduate programs at Francis Marion University.

To that end, the Center will:

- Facilitate a year-long action research project in which School of Education faculty will study the Standards and specific ways in which they can be most successfully explored with teacher candidates and graduate students.
- Facilitate monthly faculty reflection sessions in which participants will consider theories that underpin Standards and aligned best practices.
- Facilitate participant examination and analysis of faculty, course, and student data collected through the Center of Excellence research agenda.
- Facilitate use of data for reflection and development of actionable strategies by participating faculty.

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.

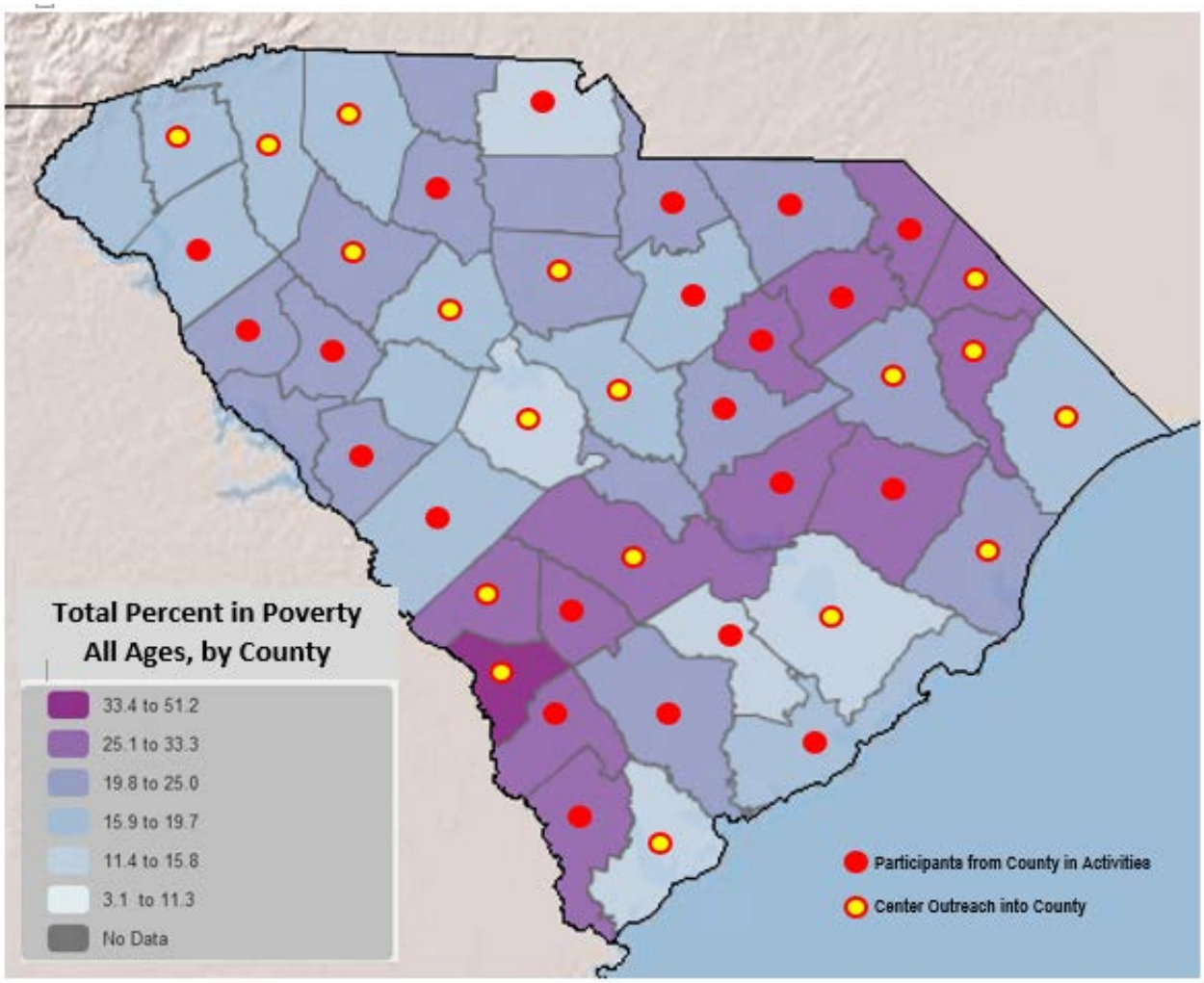
DIRECT PRODUCTS AND SERVICES (outputs)

TOTAL NUMBER OF ACTIVITIES:	**323**
TOTAL NUMBER OF PARTICIPANTS ACROSS ALL ACTIVITIES:	**25,807**

Distance Outreach by South Carolina County **46**

Counties in which teachers and other stakeholders directly received electronic resources from the Center, including such items as website resources and newsletters.

Direct Participation in Center Events by South Carolina County	**40**
Center-Provided Direct Outreach into South Carolina Counties	**18**



DIRECT PRODUCTS AND SERVICES (outputs)

Task Force and Advisory Committee

Number of meetings	1
Number of participants	4

Standards for Teachers of Children of Poverty

Number of courses using standards	31
Number of participating faculty	24
Number of FMU students impacted	1,234

Mastery Test for Teachers of Children of Poverty

Number of times administered	2
Number of FMU teacher candidates assessed	48

Recruitment

Number of teacher cadet presentations	2
Number of high schools represented	19
Number of cadets attendees	256

Workshop/Institute Series

Number of workshop days held	3
Number of attendees	662
Number of breakout sessions offered	47
Number of student volunteers trained	22

Scholarly or Service Presentations Related to Center Agenda

Number of service presentations	86
Number of attendees	11,500
Number of scholarly presentations	21
Number of attendees	3900

Student Awareness Meetings	1
Number of attendees	78

National Network of Partnership Schools (Johns Hopkins University) Training

Number of training sessions offered	6
Number of attendees	287
Parenting Partners (2-dayTraining)	1
Number of attendees	40

Teaching Children of Poverty Coursework

Graduate Professional Development Courses *(EDPD 525)*

Number of courses delivered	2
Number of students enrolled	73

Graduate Courses Leading to Add-On Certification (*EDUC 555*)

Number of courses delivered	1
Number of students enrolled	40

Professional Development Courses Leading to Recertification Hours

Number of courses offered	1
Number of students enrolled	36

School/District-Based Professional Development

Number of events	59
Number of attendees	7080

South Carolina State Department of Education Collaborative Activities

Number of sessions	5
Number of attendees	100

Faculty Seminars

Number of seminars held	1
Number of faculty in attendance	5

Health Resources Manual	
Local vetted resources	130
National organizations vetted	133
Professional health organizations & related national organizations vetted	19
Total resources	282
Student Teaching Award	
Number of Student Applicants	3
Number of Awards	2
Resource Library	
Number of resources housed	478
Newsletter	
Number of published newsletters	4
Distribution range-number of districts	81
Outreach Projects	
Number of P-12 outreach projects	5
Total amount of P-12 projects	$9,000
Number of NNPS outreach projects	8
Total amount of NNPS projects	$8,000
Essay Contest	
Number of essays submitted	15
Number of essay readers trained	6
Number of essays recognized	3
Research Consortium (COERC)	
Number of consortia convened	1
Number of attendees	61
Poverty Simulations	
Number of sessions	3
Number of attendees	285
Overcoming Obstacles	
Number of Sessions	2
Number of Attendees	88
Marketing and Social Media	4
Website *(fmucenterofexcellence.org)*	
Pinterest *(http://www.pinterest.com/fmucoe/)*	
Facebook *(https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242)*	
Twitter (CenterofExcel)	

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.

The outcomes evaluation is based on the primary goals of the Center of Excellence to Prepare Teachers of Children of Poverty. Based on those goals, the outcomes are divided into three sections: 1) Pre-Service Teacher Education Results, 2) In-Service Professional Development Results, and 3) Local, State, Regional, and National Impact Results.

PRE-SERVICE TEACHER EDUCATION RESULTS
(Goals 1, 3, and 4; Objective 1)

The COE uses multiple measures to evaluate implementation and impact of strategies and activities. Measures are designed to be used to inform program planning, identify areas for improvement, and measure impact.

Pre-service education program measures are:

1. Teaching Children of Poverty Attitudes and Beliefs Survey
2. Teaching Children of Poverty Longitudinal Survey
3. Teaching Children of Poverty Mastery Assessment
4. Teaching Children of Poverty Student Teacher Focus Group
5. Francis Marion University Faculty Survey

Results from these five measures demonstrate that graduates are prepared to

- Effectively teach children of poverty (Goal 1)
- Have the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state (Goal 3)
- Know how to provide a high-quality education to all children of poverty (Goal 4)

Teaching Children of Poverty Attitudes and Beliefs Survey

At the end of each semester, a 13-item survey is administered in all courses that include TCOP standards. During 2013-2014, more than 770 surveys related to approximately 55 courses were collected. Table 1 demonstrates the mean score on a 1-4 scale with 1 being unprepared/unsatisfied and 4 being well prepared/very satisfied in three areas assessed (Course, Instructor, and Preparation). The average preparedness score for 2013-2014 was 3.21 (slightly above prepared), which represents a slight decrease from 2012-2013.

Table 1: TCOP Attitudes and Beliefs Survey Results

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.4	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45
Fall 2013	400	3.17	3.23	3.16
Spring 2014	373	3.18	3.25	3.25

Individual faculty reports were also prepared for 15 instructors who teach classes that imbed TCOP standards to provide them with the mean scores from their course(s) as well as the mean score across all courses. The purpose of the individual reports is to provide feedback to faculty to allow for improvement or reevaluation of the use of specific TCOP standards in their courses.

Teaching Children of Poverty Longitudinal Survey

This 14-item survey is administered in six core education courses each semester to understand student preparation over time. Almost 2,600 surveys have been collected since 2006. On average, students who have not completed courses with TCOP standards rated their knowledge, skills, and preparation in teaching children of poverty at a 2.5 out of 5; whereas, students who have completed 8 or more courses rated these areas much higher (4.2) on the same scale. On average, there is a mean score increase of 1.26 points related to perceptions of knowledge, skills, and preparation to teach children of poverty among those who had taken the survey once and those who had completed the survey four times (Table 2-3). The correlation between number of courses completed and overall preparation (six components) is .58, which indicates a strong positive relationship.

Table 2: TCOP Longitudinal Survey Results by Number of Courses with TCOP Standards

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	451	2.46	2.57	3.17	2.48
1	257	2.85	2.91	3.27	2.80
2	541	3.09	3.15	3.43	2.98
3	414	3.29	3.31	3.59	3.17
4	363	3.79	3.75	3.77	3.69
5	47	3.83	3.83	3.77	3.57
6	27	4.00	4.07	4.12	3.96
7	27	4.00	3.96	3.89	3.93
8+	285	4.33	4.27	4.18	4.12

Table 3: TCOP Longitudinal Survey Results by Times Completed Survey

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)	Diverse Instruction (1-5 Scale)
1	1461	2.98	3.05	3.43	2.94	3.16
2	716	3.45	3.43	3.54	3.27	3.38
3	253	4.08	4.00	3.96	3.89	3.99
4	76	4.32	4.25	4.25	4.17	4.26
5	9	3.78	4.00	3.67	3.56	4.00

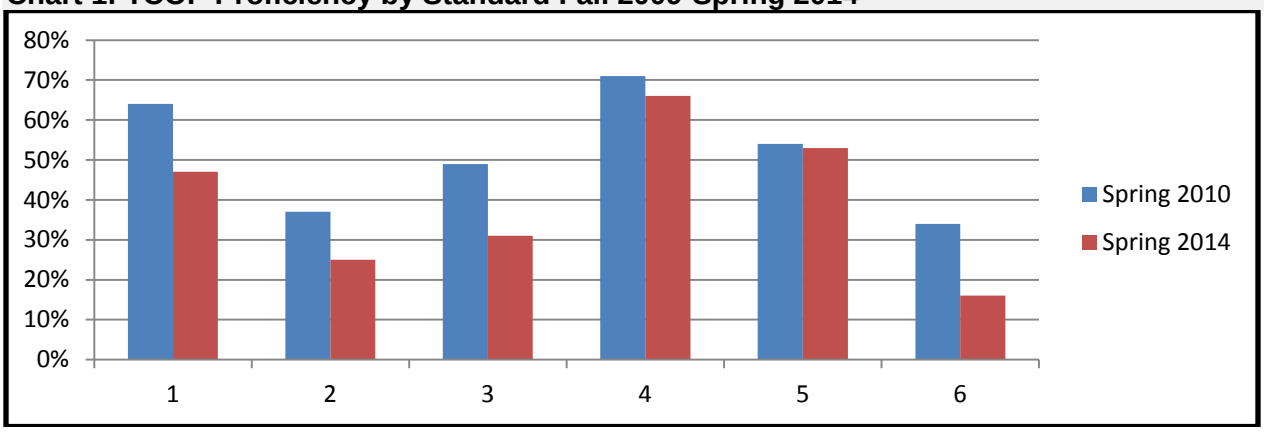
Teaching Children of Poverty Mastery Assessment

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. There have been slight declines in proficiency by standard from 2010 to 2014. The Center of Excellence is providing optional training and an action research opportunity in the 2014-15 academic year for faculty members to encourage more rigorous implementation of the standards in courses.

Table 4: TCOP Mastery Assessment Scores Fall 2009-Spring 2014

Semester	n	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37
Fall 2013	20	29.10	30	20	37
Spring 2014	28	28.64	29	10	35

Chart 1: TCOP Proficiency by Standard Fall 2009-Spring 2014

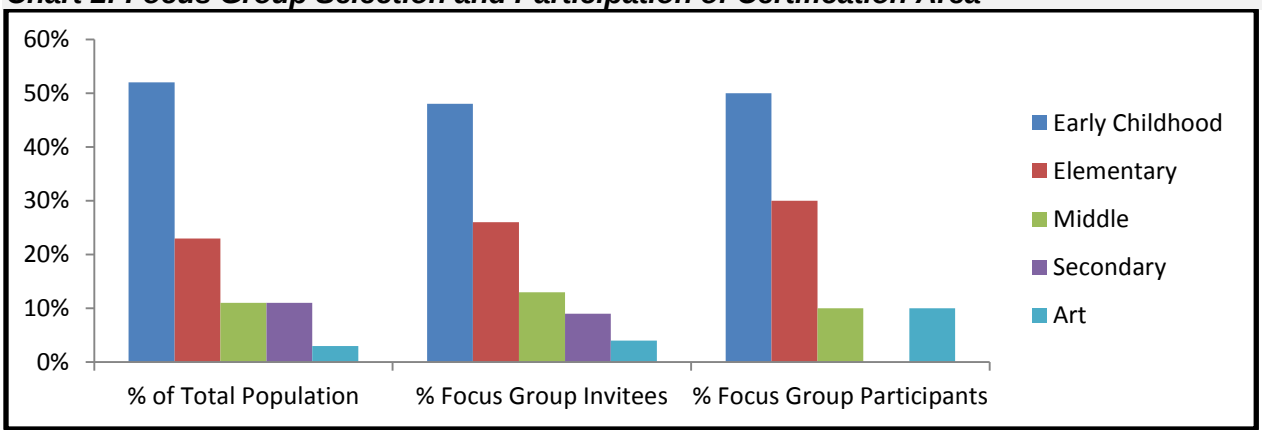


Teaching Children of Poverty Student Teacher Focus Group

For the past six years, a student teacher focus group has been conducted with Francis Marion University student teachers. The primary purpose of the focus group was to understand the perceived quality of teacher preparation at Francis Marion University.

In March 2014, there were approximately 35 undergraduate student teachers. Of the 23 randomly selected, 10 (43%) participated in the focus group. Focus group invitees and participants were representative of the total population of student teachers, with the exception of representatives from the Secondary Education program.

Chart 2: Focus Group Selection and Participation of Certification Area



Focus group results revealed that "Teaching Children of Poverty" was seen as strength of the program by a small number of participants. Exposure to TCOP standards appears to be inconsistent, and some of the participants indicated that they needed more instruction, resources, and support related to that area. These results were part of the impetus for the faculty project occurring in 2014-15 to provide more training and ideas for faculty on how to incorporate TCOP standards.

Francis Marion University Faculty Survey

Slight declines between 2010 and 2014 in FMU student proficiency on Teaching Children of Poverty Standards, coupled with qualitative data collected in focus groups prompted the Center to carefully consider the ways in which TCOP Standards are embedded in coursework at the University. Because more than half of all FMU School of Education faculty members are new to the University since Teaching Children of Poverty Standards were developed and implemented, it was hypothesized that declines may be the result of changes in faculty teaching assignments or new faculty members' limited experience with the theory and skills upon which the TCOP Standards are based.

To better understand the problem, the Center surveyed FMU School of Education faculty members about their attitudes and beliefs about their work with these standards, as well as their specific practices for embedding them in their coursework. Faculty members were invited to complete a 30-item survey administered using Survey Monkey and to complete an alignment matrix of courses and standards in order to ensure that standards were properly aligned, given the turnover in faculty. Most faculty who responded to the survey reference TCOP standards in their courses and

reported that the COE was valuable to the School of Education. However, respondents also indicated a need for more support and alignment between courses, the School of Education mission, and the TCOP standards. Because only eight faculty members responded to the survey and results from those indicated a need for more support, Center staff worked to develop a project to be implemented in 2014-15 in which faculty members will explore modules of study specific to each standard, develop plans for infusing that content into their work with teacher candidates and graduate students, and finally, to measure the impact of that infusion. The project will begin in Fall 2014.

IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT RESULTS *(Goals 2, 3, 4; Objective 1)*

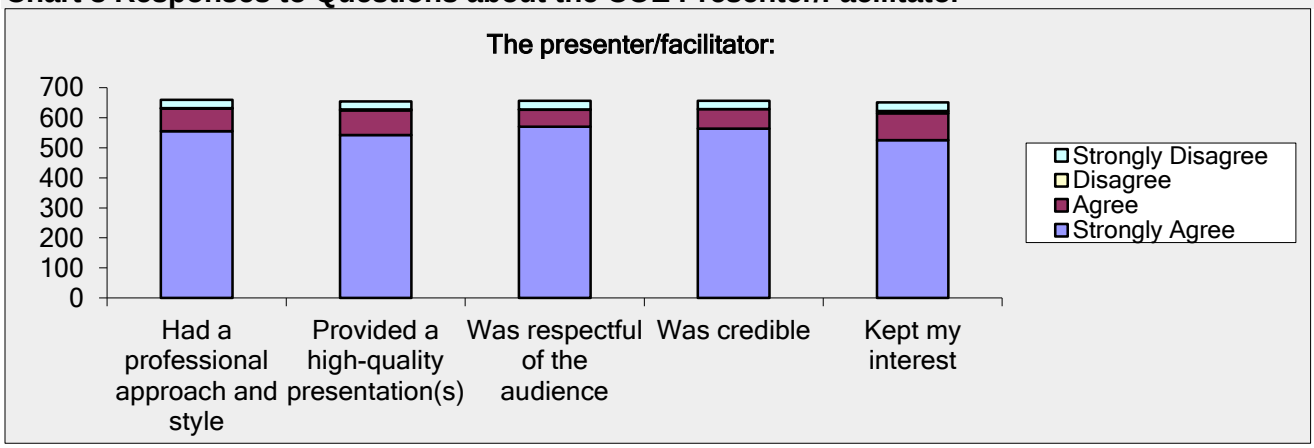
Measures of in-service professional development and school-based professional development are based on COE Evaluations of Professional Development

Results from these five measures demonstrate that in-service teachers

- Receive high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty (Goal 2)
- Have the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state (Goal 3)
- Expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities (Objective 1)
- Know how to provide a high quality education to all children of poverty (Goal 4)

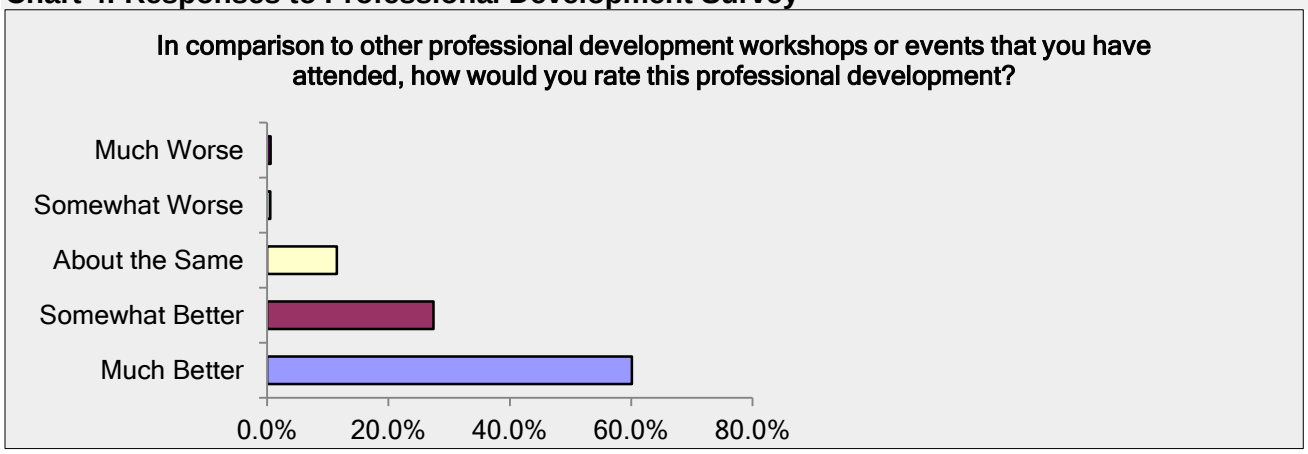
Professional Development sessions offered on-site at schools and at other locations are evaluated using an on-line survey. In 2013-14 a record number of PD sessions were offered. Twenty-one scholarly addresses were provided at local, state, and national meetings of professional organizations, and eighty-six focused professional learning events were offered by districts, schools, and stakeholder organizations across five states. Approximately 662 participants provided feedback electronically on professional development sessions that have been offered by Center of Excellence faculty and staff. The majority of participants selected the answer “strongly agree” across all questions.

Chart 3 Responses to Questions about the COE Presenter/Facilitator



Participants also indicated that the COE professional development was “somewhat better” or “much better” than other professional development sessions they have attended. Chart 4 displays these results.

Chart 4: Responses to Professional Development Survey



Survey respondents also were asked to provide additional comments about their experience.

Professional Development Session Open-Ended Comments

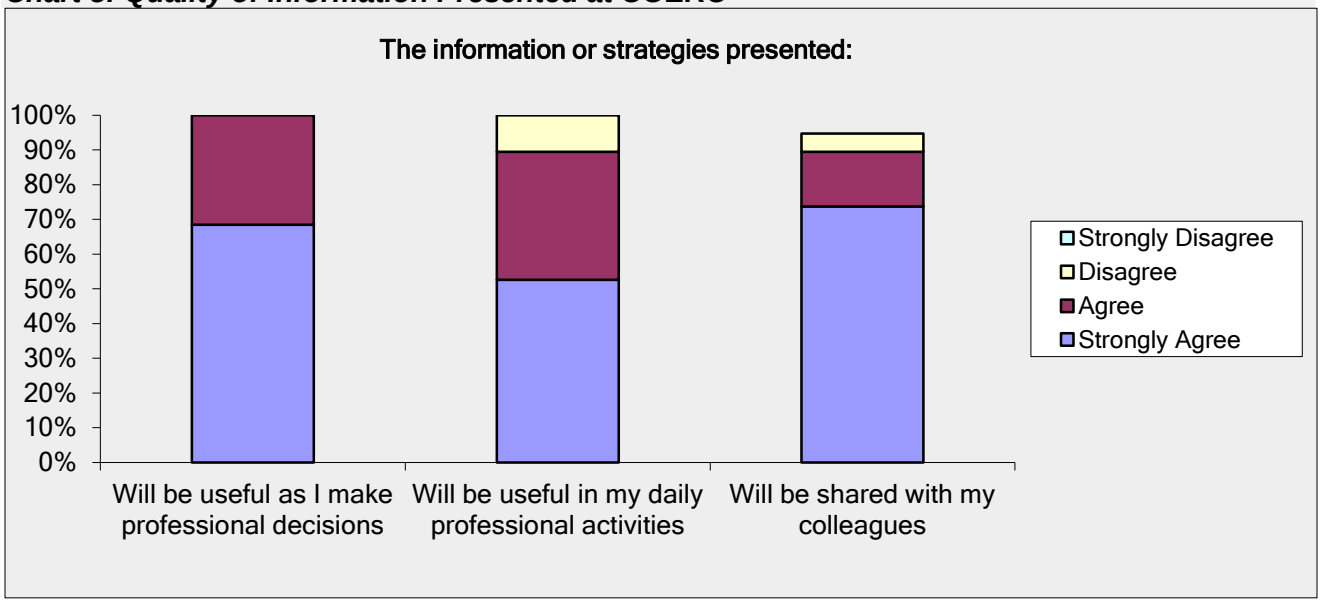
- *It is refreshing to hear from a professional who remembers what it is like to be in the classroom. It was clear that she was well-informed on the topics as she tailored (on the spot!) her presentation to our needs and to our prior knowledge. You will see us in June!*
- *I confirmed a lot of my beliefs about data, and how to look at all aspects of data in order to positively effect school improvement.*
- *This was an awesome professional development. I just feel like it was a lot of information crammed into just a few hours. Wished it could have been a couple of days.*
- *The topic of poverty needs to be discussed with all educators. I believe teachers need to have an understanding of the child's life and their experiences to help teach the student. Dr. Pawloski was excellent and I would love to work with her and learn from her again. She was very passionate and wonderful.*
- *I thought it was one of the best presentations I have ever attended and so appropriate for our school population. I look forward to hearing more!*
- *This was one of the best training I have attended.*
- *This was the most thought provoking and most meaningful training I have attended in a long time. I think all people who work with children in any capacity should attend this training.*
- *This session made me want to go to FMU to take the classes on teaching kids of poverty.*
- *This presentation was my favorite one of the day! It was very well put together and very informative. As a student looking into the field, it really opened my eyes.*
- *This was the best presentation I have ever been to about children of poverty. I have told my principal about her presentation, and we are going to have the presenter come to our school to present the great information*
- *I am working on my M.Ed. and this presentation was not only helpful to me in my classroom, but also in the research study that I am completing. I would love to attend the workshop this summer at FMU.*
- *This was, absolutely, the best presentation at the conference this weekend. I was floored with the amount of knowledge gained!*
- *I thought her presentation was amazing! She helped me to look at things differently when it comes to not only some of my children and what they face but also my parents. The session was very insightful and I really enjoyed it and learned so much! I have shared some of the information presented to my colleagues.*

- *I was so inspired by the presentation that I would like to work in the future to get the same poverty certificate in Delaware! I'll be in touch...*
- *Every person involved in the education of the children of our state needs to hear this. It almost needs to be an on-going staff development for us. Many times we are so focused on the curriculum we forget the big C- the children and caring about them! So much of our success in the classroom depends on our relationship with our students. The information about brain research was so eye opening and made me want to learn more! I would like to hear this all again! And I was sad Dr. P wasn't speaking to the entire district from the food staff to the administrators, this is a must for everyone.*
- *I am ashamed to say I was incredibly apprehensive going into this professional development, only because it was the first day back over Christmas break. I thought there was no way I would get anything useful from that day. How wrong was I! I didn't even realize how much incredible information I soaked up that day, but I have made some reference or connection to the brain research and other material every day since then. The speaker was incredible, relatable, and passionate. I am thrilled that my attitude was changed and would love to hear more of what she has to say.*
- *Wonderfully prepared and presented. I have previously taken several courses at Francis Marion University on teaching the divergent learner and at risk students. This presentation took me back to my earlier studies with former FMU professors and renewed my commitment to teaching.*

In addition to these professional development sessions, the COE offers three other signature events on campus at Francis Marion University. These are the 1) Fall Workshop, 2) Research Consortium, and 3) Summer Institute.

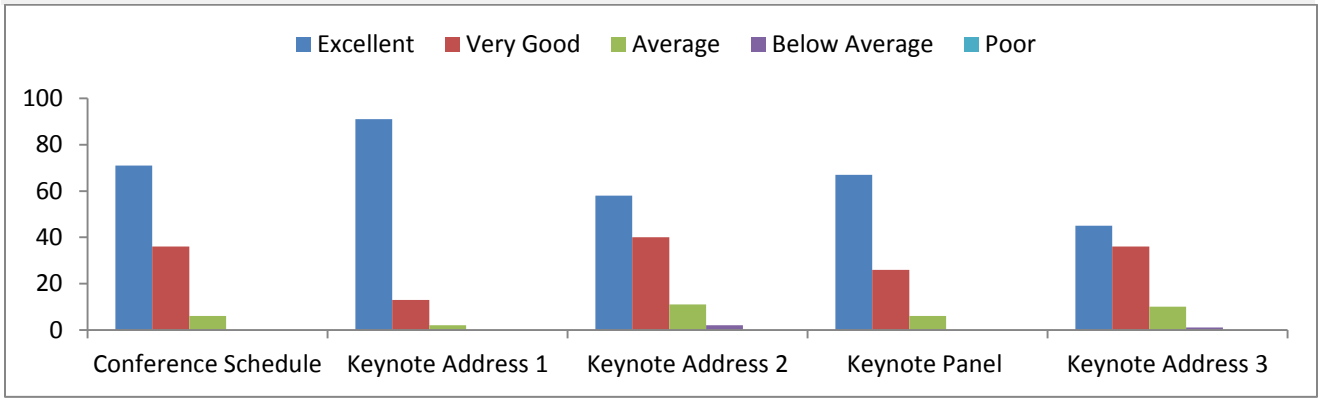
The Center of Excellence Research Consortium (COERC) was held in Columbia in March 2014. Approximately 61 people attended the event. Based on responses on the survey, representatives from more than 15 school districts attended. The majority of those who completed the evaluations "strongly agreed" or "agreed" that the information presented will be useful and shared with colleagues.

Chart 5: Quality of Information Presented at COERC



The COE Summer Institute is a 2-day professional development series. Exit evaluations indicated that most of the participants found the keynote addresses and panels to be "excellent" or "very good." Chart 5 highlights the responses.

Chart 6: Exit Evaluation Results from 2014 Summer Institute



In addition, more than 900 participants completed session evaluation forms during the COE Summer Institute. The average score across all sessions was 3.6 out of 4.0.

Teaching Children of Poverty School-Based Intensive Professional Development

Florence School District Three worked with the Center to develop a series of professional learning activities for induction teachers in the district. Representing more than 15 states, this group of novice teachers worked in eight monthly sessions to explore and implement Center-recommended best practices.

Teachers and school leaders at Davis Elementary and Taylor Elementary in Lexington School District Two also participated in a year-long study of the needs of children of poverty as a joint project of the South Carolina Department of Education Gateways project and the Center of Excellence at Francis Marion. Participants were offered the opportunity to earn either professional development graduate credit or traditional graduate credit. A live Poverty Simulation was provided in conjunction with this project for teachers at the two schools, and a second Poverty Simulation was provided by the Center for Lexington School District Two for other teachers, school leaders and district employees.

Qualitative data was collected in professional learning events based in schools and districts. Using an open-ended reflective format, participants are encouraged to anonymously report shifts in attitudes and beliefs using the format, "I used to think…And now I think." Unedited representative responses include:

I used to think….	**And now I think….**
I used to think that many of my children were lazy.	I know that many of my children do not have the luxury of a warm bed and a quiet night.
I used to think that my students were wild or didn't behave.	I know many of my students have stress-filled lives and don't get the opportunity to act their age (at home).
I used to think some of my kids were rude and inconsiderate.	I know most of my kids are not taught the necessary soft skills at home.
Students were supposed to come to school knowing how to act.	They haven't taught/been exposed to all of the social skills needed.
Children in poverty automatically meant they wouldn't succeed or had parents who didn't care.	The parents really do care and do the best that they can.

A lot of facts/strategies didn't apply to my students because they are so young.	Even my young students need this encouragement and attention on a daily basis
We don't have time to be teaching anything other than standardized content.	Forming relationships with each child is crucial for anything else to be effective.
I used to think that education was about growing the children cognitively.	Now I think that education is about growing the entire child cognitively, socially, and physically. The emphasis is not so much on teaching as it is on growing and developing.
I used to think being an effective teacher was working from 7-3 and getting every area of the day's lesson taught. Then spending a couple of hours planning, getting ready for the next round.	Now I think being an effective teacher is a willingness to dedicate yourself to growing the whole child and continuing to learn what works best.
Soft skills should mainly be taught at home.	As a teacher, there is more I can do about them. Teach them, have them act them out.
I used to think that we all basically had the same goals in life (house, spouse, dog).	I now know that one sets their individual goals according to where they are (job, car, apartment).
I used to think that if you let small behaviors slide they would surely become big behaviors	I now know the far-reaching benefits of extending understanding and grace.
I used to think that I would struggle with classroom management.	I now know that positive relationships and mutual respect are classroom management tools.
I used to think that it was solely my job to educate students based on academic standards.	However, now I know that my job is incomplete unless I provide "total" education for the students including social and academic growth.
I used to think that note-taking and traditional education yielded the best learning and retention results.	However, now I know that, for younger students, exploration and application is the best.
I used to think that some kids simply did not complete assignments and weren't involved in lessons because they could not or were unable.	However, now I understand and I am a witness to the fact that some kids just have a fixed mindset that can be reworked into a growth mindset. "I am, because HE said I am." "I can, because He said I can!"
Kids were simply not willing to cooperate, forgive or empathize. I didn't take the time to understand that kids might not know <u>how.</u>	Kids need to be taught how to work and get along with others. If kids aren't learning 'soft skills' at home, then I need to take initiative and be the one to teach them at school.
If kids didn't learn at home, they wouldn't learn manners and social skills at all.	Teachers can provide these necessary tools by modeling and practice in the classroom.
Content in my classroom is greater than social/soft skills.	My students have shown me their need for soft skill guidance and help to gain the proper social grace in society.
I'm not that big of a factor, after all, I only see them 50 minutes a day.	I have a huge impact on their education, expectations, goals, mindset, and overall success.
I used to think students only saw peers and parents as people that they want to be just like.	And now I realize that students look every place for a positive role model or that person that shows that they care about their well-being.
Every child has the ability to learn.	Some kids can't learn without a strong mentor or model.
Teachers shouldn't have patience for habitual offenders.	Must understand what this child comes from and find alternate ways to create change positively.
Teaching academics and knowledge is most important.	Teachers' life skills and giving experiences of life goes a long way in preparation.
Parents didn't care.	Those parents might be scared to ask questions.
Some kids misbehaved because they wanted to.	Some misbehave because they don't understand the material.
Content knowledge is of most importance.	Knowledge of students is more important as is how to adapt that content knowledge to meet their needs.

Kids hated coming to school. Loved having a break (summer/winter). Genuinely enjoyed time off from school.	School is often the best part of student day. Time off from school might mean missing meals, a positive role model, safe environment.
That intelligence was the most important.	That personal skills matter most (effort).
That focusing on my weaknesses as an educator would 'completely' fix me.	That focusing on my strengths enable me to improve my low points (same goes for my students).
Students with behavior problems must be awful/impossible.	Those students are my favorite and most rewarding to assist.
I can't do this.	That I can.
I used to think that intelligence mattered most for motivation/success.	Now I think effort and people skills matter the most.
I used to think that students with a fixed mindset were lazy.	Now I know how to help those children with fixed mindsets.
I used to think group work was impossible in first grade.	Now I think you have to give them roles and teach them their roles for group work.
I used to think that students came to school equipped and ready to learn.	Students come to school with so many issues and problems that they are dealing with at home that we have to sometimes get past those things before they can begin to learn.
Teaching was a talent.	Teaching is part talent, part skill, part science, and part art.
I was born to be a teacher.	I am certain I was born to be a teacher.
Children are all the same (when teaching).	Each child is an individual, unique, special, a mystery.
Children were bad.	Children sometimes make bad choices.
Parents did not care.	Parents care and are doing the best they can.
Kids refuse or didn't want to do their work/not trying.	They aren't working/trying because they don't understand what I taught.
I know a lot.	I have a lot to learn.
Parents were a hinder.	Parents can be good partners.

In 2012-13, the Center facilitated a sustained professional learning project at Green Sea Floyds High School in Horry County. The project was developed in response to school-based data analyses that indicated large gaps in performance that were directly related to socioeconomic status. After a year of intensive work with the Center on strategies for teaching children of poverty, the school's ESEA score moved from an "F" to an "A" because of gains made in subset and overall scores on HSAP and End of Course Exams. In 2013-14, the Center concentrated on formalizing the model for this successful professional learning activity, and sharing it with school and district leaders. A menu of potential data points was developed that enables schools to measure the impact of their focused work on children of poverty in areas of achievement, student and teacher attendance, and attitudes and beliefs. Nine informational sessions were provided that outlined the Green Sea Floyds success story and the specific strategies that yield highest gains. Eight schools in districts across South Carolina and North Carolina developed proposals for projects that will replicate and extend this study in 2014-15.

Professional Development Graduate Credit & Endorsement/Add-on Certification Courses

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. These new options stemmed from the work of the Center of Excellence to Prepare Teachers of Children of Poverty. To date, 12 courses have been offered related to the add-on certification.

Teachers and school leaders at Davis Elementary and Taylor Elementary in Lexington School District Two participated in a year-long study of the needs of children of poverty as a joint project of the South Carolina Department of Education Gateways project and the Center of Excellence at Francis Marion. Participants were offered the opportunity to earn either professional development graduate credit or traditional graduate credit. Thirty-seven participants enrolled in the graduate course that is included in the requirements for the Add-On Certification, while twenty participants enrolled in the professional development graduate credit course. Monthly on-site sessions were provided along with distance asynchronous course materials and activities.

Lexington School District One has committed to supporting a cohort of students who will move together through each of the four courses offered at Francis Marion, beginning in Fall 2014. Upon completion, this group of twenty five students is expected to be the first in the state to earn this Add-On Certification.
The Center previously conducted informational sessions about the coursework offered at Francis Marion University, however it is unclear which universities may be offering similar coursework. A survey that will be disseminated to South Carolina Education Deans and Chairs is in development and will be administered in Fall 2014.

The Center was contacted by officials in the state of Oregon regarding the process for developing the Add-On Certification for Teachers of Children of Poverty. South Carolina's model will be used to guide the development of a similar area of certification for Oregon.

LOCAL, STATE, REGIONAL, AND NATIONAL IMPACT
(Goals 1, 2, 3, 4; Objective 1)

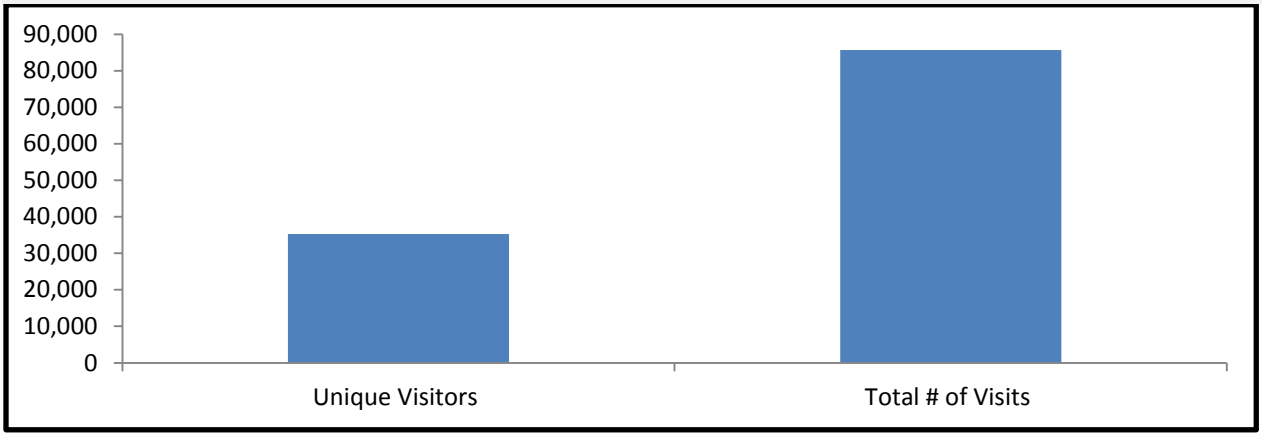
Measures of local, state, regional, and national impact are based on analyses of pre-service and in-service teacher preparation and professional development assessments, as well as 1) document analysis and review of TCOP Add-on Certification Task Force actions and 2) School Leaders' Needs Assessment. These measures are also used to inform program planning and to identify areas for improvement.

Results of these measures demonstrate that the Center is squarely positioned as the premier resource in South Carolina and beyond for helping pre-service and in-service teachers learn (know) how to provide a high quality education to all children of Poverty, and for educational stakeholders to obtain Information and resources in support of their work on behalf of schools. (Goal 4)

Premier Resource for Teaching Children of Poverty

Through its outreach, intensive professional development, conferences and workshops, graduate courses, and research events, the COE has become the premier resource for Teaching Children of Poverty. As for its national prominence, the COE website had 35,283 unique visitors and 85,633 visits between September 2013 and August 2014. It remained the Number 1 or Number 2 site listed when users search Google using terms such as "poverty and education," "resources for teaching children of poverty, and "teaching teachers about poverty."

Chart 7: Center Website Traffic



The Center's Facebook page is also frequently used by educators and stakeholders as a source of information and resources. Facebook Page Likes increased 43% between July 1, 2013 and June 30, 2014. Total Page reach is noted as directly related to the events and activities offered by the Center.

Chart 8: Center Facebook Page Total 'Likes' by Month

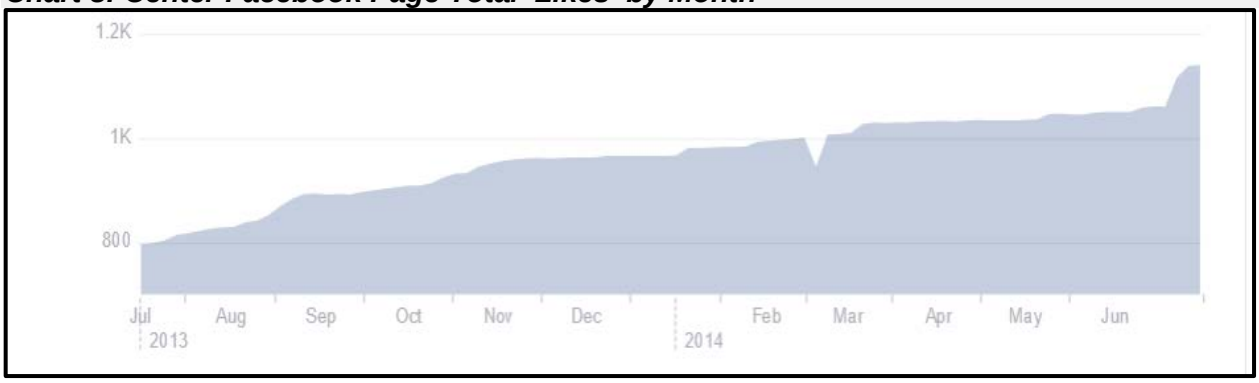
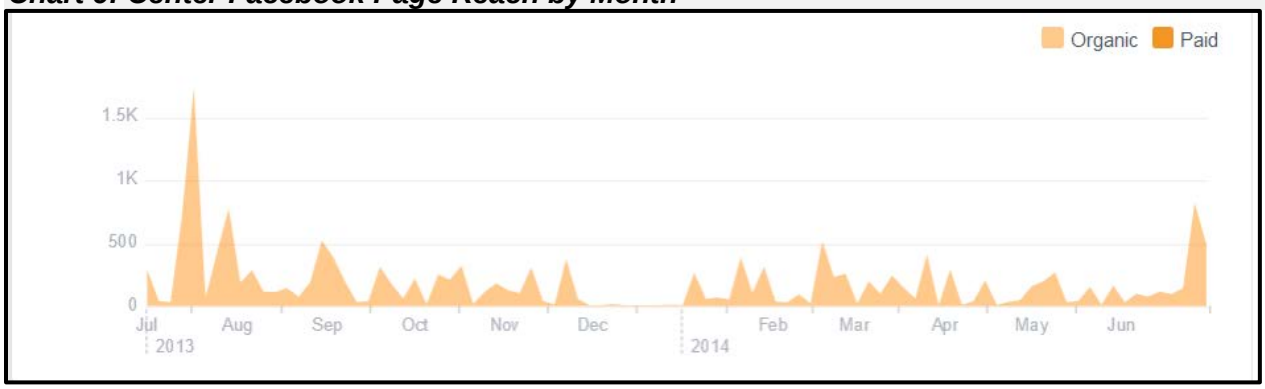


Chart 9: Center Facebook Page Reach by Month



The Center of Excellence Pinterest Page has recently been published. Analytics were not available for 2013-14, however the Center registers 130 followers. Twitter social media outlet will be initiated as another method for marketing and education in 2014-15.

Question 7: Program Evaluations

Has an independent evaluation of the program every 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?

Date:	**September 1, 2014**	**Evaluator: Leigh Kale D'Amico, Ed.D.**

EXECUTIVE SUMMARY

The Center of Excellence to Prepare Teachers of Children of Poverty, established in 2004–2005, is entering its 10th year of operation. The Center was initially funded through a grant from the South Carolina Commission on Higher Education and quickly developed the infrastructure and continued funding to allow for sustained operations. The leadership of the Center has been successful in maintaining a strong focus on teaching children of poverty and concentrating on three overarching objectives to guide its work. These objectives are 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as the premiere resource in South Carolina for teaching children of poverty.

The Center's progress toward these goals is assessed through a utilization-based evaluation approach (Patton, 2008). The Center has made progress in each of these three goals in its tenure, and a continuous quality improvement model is used to identify strengths and areas for attention.

Pre-Service Education

Improving pre-service education related to teaching children of poverty is among the top priorities of the Center of Excellence. Based on this commitment, six Teaching Children of Poverty standards were developed and are infused in coursework throughout the School of Education. To evaluate progress toward this goal, six strategies are used to gauge students' perceptions of their preparation (TCOP Attitudes & Beliefs Survey and TCOP Student Teacher Focus Groups); knowledge and application of strategies related to teaching children of poverty (TCOP Mastery Assessment); long-term changes in preparation (TCOP Longitudinal Survey);

preparation in practice (TCOP Alumni Survey); and faculty perceptions (Faculty Survey). Through these methods, the evaluator and Center staff can effectively explore trends.

Based on recent results, the focus on teaching children of poverty appears to be waning in some areas. Results from surveys, assessments, and focus groups reveal that students' knowledge and understanding of teaching children of poverty are at lower levels than in previous years. In last year's evaluation report, a recommendation was made, based on the emergence of this finding, that the School of Education and Center of Excellence work together to "improve pre-service education related to teaching children of poverty." In Summer 2014, the Center of Excellence with the support of the School of Education offered the opportunity for faculty to participate in a year-long action research project. This project is focused on enhancing faculty integration of TCOP standards in their coursework. Results of this project will be monitored and reported on in the 2014–2015 Evaluation Report.

Recommendations: 1) Implement the Teaching Children of Poverty (TCOP) action research project with Francis Marion University faculty during the 2014–2015 academic year. This will allow the COE to identify strengths and areas for improvement in TCOP standards integration, and 2) Continue to track student perceptions and student mastery across the six standards to determine impact of this renewed emphasis on TCOP standards within the School of Education.

In-Service Education

The Center has enhanced the knowledge and practices of in-service teachers related to teaching children of poverty through partnerships with multiple districts, more than 100 professional development sessions offered in 2013–2014, and intensive site-based or course-based professional development in schools and districts. Evaluations of this professional development indicate that the Center's profession development is more attuned to the needs of schools and teachers than many other professional development sessions, and participants find the information and strategies presented useful in their daily practices. In addition to formal evaluation surveys used for most Center events and activities, the Center receives almost 100 unsolicited emails each year related to its training, primarily from South Carolina teachers. The majority of emails are related to one of four themes: 1) cite high-quality nature of COE presentations and workshops, 2) request more information or strategies related to teaching children of poverty, 3) share personal stories of teaching children of poverty, and 4) provide examples of how they used information from COE.

Recommendations: 1) Continue to offer high-quality professional development across the state, and 2) Implement professional development plans in school districts and schools that scale-up best practices learned from three intensive study schools that demonstrated student growth and achievement.

Premier Resource

The development of the Teaching Children of Poverty add-on certification solidified the Center's role in enhancing the professional development and education of current and future teachers in South Carolina. Through the certification, the Center has offered graduate coursework and professional development credits on campus at Francis Marion University and in other locations in the state. The Center is in the process of gauging the interest and capability of other colleges and universities across South Carolina in offering coursework toward the add-on certification, and one district in the state is working with the Center to use a cohort-based model for teachers to complete the coursework toward the add-on certification. Other states have also inquired about teaching children of poverty coursework and the process for developing an add-on certification.

The Center hosted its 5th Research Consortium during 2013-2014 in Columbia. The Research Consortium highlights topics of importance to researchers and practitioners seeking to transform research into practice. This year, Dr. Victoria Bernhardt, Executive Director of the Education for the Future Initiative and professor at California State University Chico, presented about using data to improve school performance to more than 60 participants.

The Center has also used its web presence and social media effectively in disseminating information related to teaching children of poverty. The website is among the top two sites that appear in Google when searching "Teaching Children of Poverty." In addition, more than 1,000 people visited Facebook each month from March 2014 to June 2014.

Recommendations: 1) Work with higher education institutions, school districts, schools, and organizations to promote the Teaching Children of Poverty add-on certification and explore multiple methods of course delivery, 2) Maintain active web presence to encourage understanding and strategies to effectively teach children of poverty.

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

_X__Yes

____ No

If no, why not?

Not Applicable

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?

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

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?

Not applicable: The Center of Excellence to Prepare Teachers of Children of Poverty does not intend to request additional revenues for Fiscal Year 2015-16.

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?

$_____

Not applicable: No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2015-2016

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?

Not applicable

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	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources		
EIA Reduction	0	0
Other – Partner Districts	70,165*	25,500
Other - FMU	25,000	25,000
Carry Forward from Prior Year	47,735	94,018
TOTAL:	**492,900**	**494,518**

*$25,000 of 2014-15 Partner District Dues received in 2013-14 fiscal year.

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	178,899	185,000
Contractual Services	30,500	31,000
Supplies & Materials	16,170	14,000
Fixed Charges	0	0
Travel	17,388	19,000
Equipment		
Employer Contributions	47,328	50,000
Allocations to Districts/Schools/Agencies/Entities	83,597	135,518
Other: Transfers		
Dues/Other Administrative Indirect Support	0	60,000
Balance Remaining	119,018	0
TOTAL:	**492,900**	**494,518**
# FTES:	**2.0**	**2.0**

Other: See notes above

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Center for Educator Recruitment, Retention, and Advancement

Current Fiscal Year: 2014-15

Current EIA Appropriation: $4,435,725

Name of Person Completing Survey and to whom EOC members may request additional information: M. Jane Turner, Esq., Executive Director

Mailing Address: Stewart House at Winthrop University, Rock Hill, SC 29733

Telephone Number: 803.323.4032

E-mail: turnerj@winthrop.edu

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 in the current fiscal year

_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:
S.C. Code Ann. Section 59-25-55 Recruitment

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 286 of 2014.)
1A.9 Recruitment

Regulation(s):
None

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

_x_ Yes
(Mentor Training is governed in part by State Board of Education Induction and Mentoring Guidelines – Revised 2006)

___ 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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

CERRA's Mission Statement:

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

CERRA's Strategic Goals:

1. Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2. Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3. Use innovative communication tools to promote CERRA's mission and the education profession.

4. Be a visible, credible advocate for the education profession.

CERRA's Programs and their Objectives:

CERRA's programmatic efforts focus on the recruitment of students into the teaching profession through instructional programs in the state's middle and high schools and through scholarship and leadership opportunities at the college level; efforts also focus on the retention of teachers through mentor training and leadership development programs in the state's public schools. Programmatic objectives center around the need to increase the participation in, and the effectiveness of, CERRA's recruitment and retention programs, particularly for males and minorities and those in critical need content and geographic areas.

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?

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?

ProTeam Program: A middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Activities and Processes:

- Increased the number of sites and class sections
- Completed the curriculum revision process and released the 8th edition of *DreamQuest*
- Created a ProTeam Student Guide as a resource to supplement the newly revised curriculum
- Implemented a targeted recruitment campaign to establish new sites in rural, hard-to-staff districts and schools

Teacher Cadet Program: A high school program designed to encourage academically talented, high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. High schools coordinate with one of 22 "College Partners," which are local teacher preparation institutions that offer resources and services, as well as college course credit for successful completion of the Teacher Cadet Program.

Activities and Processes:

- Increased the number of sites and class sections
- Utilized Instructor Liaisons to provide services and support at the site level
- Hosted the annual conference for Teacher Cadet Instructors and College Partner Coordinators
- Held an annual meeting for College Partner Coordinators to organize and improve support given by teacher education institutions
- Created and implemented a standard Memorandum of Agreement between College Partners and the Teacher Cadet sites with whom they partner
- Awarded six Ken Bower Teacher Cadet Scholarships
- Created and utilized programmatic and conference "apps" as supplementary resources
- Distributed two editions of the *College Financial Newsletter*

Teaching Fellows Program: A program designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for participating in a Fellows program at an approved teacher preparation institution in SC. Each institution has a "Campus Director" who coordinates its unique Fellows program, which provides professional development opportunities above and beyond the regular teacher education program.

Activities and Processes:

- Completed the formal evaluation process for scheduled Teaching Fellows Institutions
- Fine-tuned the application and scoring process
- Created and distributed informational rack cards
- Produced and distributed an English and a Spanish version of a marketing video
- Produced and distributed a public service announcement about the Teaching Fellows application
- Provided program and application information to targeted groups across the state
- Conducted focus groups and telephone interviews with a stratified sample of new Teaching Fellows graduates

Teacher Loan Advisory Committee: Under FY14 Proviso 1A.9, CERRA coordinated the formation of the SC Teacher Loan Advisory Committee. The Committee is charged with the responsibility of setting goals for the Teacher Loan Program, facilitating communication among the cooperating agencies, advocating for program participants, and recommending policies and procedures necessary to promote and maintain the program.

Activities and Processes:

- The Committee has met on three occasions to organize, set goals, and begin addressing areas pertaining to the Teaching Loan Program
- Began development of marketing strategies to recruit more males and minorities to apply for the loan
- Began work on a comprehensive financial assistance/teacher loan brochure
- Began a review of the criteria/formula used to determine critical need geographic schools and subject areas eligible for loan forgiveness

Online Educator Employment System/Teacher Expo/Supply and Demand Survey: The System provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions. The Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and SC public school districts and special schools. The Survey collects statewide data on teachers entering the profession, those leaving their classrooms, and numbers of vacancies.

Activities and Processes:

- Modified the System's online application process to allow applicants to electronically submit required documents
- Made additional updates to the System to provide greater clarity for online applicants
- Hosted the statewide Expo for licensed or licensable teachers in critical need subject areas
- Administered the Survey to public school districts and special schools

Mentor Training and Induction: In compliance with the State Board of Education's Induction and Mentoring Guidelines, CERRA conducts initial mentor training for experienced teachers and administrators to become effective mentors to beginning teachers. Mentors may become mentor trainers by attending a "Train the Trainer" seminar and then co-training with CERRA-certified trainers. CERRA also developed advanced mentor training for special education teachers and teachers who completed alternative certification programs. Each year, CERRA also hosts the New Teacher Induction Symposium.

Activities and Processes:

- Conducted initial and advanced mentor training sessions across the state
- Cohosted the second annual New Teacher Induction Symposium, in partnership with the RETAIN Center of Excellence at Newberry College
- In collaboration with the State Department of Education, formed a statewide Mentoring and Induction Committee with the intention of launching a number of initiatives aimed to strengthen mentoring and induction programs in the public schools

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.

ProTeam:

- Established six new sites
- Served 742 students at 25 sites (41 class sections); 284 males and 290 non-white students
- Hosted 13 Instructors at the Fall Renewal Conference
- Provided training for 23 new Instructors

Teacher Cadet:

- Established three new sites
- Served 2,545 students at 165 sites (188 class sections); 555 males and 871 non-white students
- Utilized 22 Instructor Liaisons to provide services and support to 166 Instructors
- Hosted 96 Instructors and 19 College Partner Coordinators at the Fall Renewal Conference
- Hosted 20 College Partner Coordinators at the annual College Partners' meeting
- Provided training for 41 new Instructors

Teaching Fellows:

- Received 779 applications from students in 189 SC public and private high schools; 554 identified themselves as a Teacher Cadet
- Awarded 174 fellowships for the 2013 cohort
- Invited 451 students to interview at five locations across the state for the 2014 cohort
- Completed a formal program evaluation at Anderson University and Furman University
- Held four organizational meetings of the 12 Campus Directors
- Collaborated with the Teaching Fellows Institutions, the SC STEM Centers, Patriot's Point, and Charleston County School District to take 152 students to Charleston for a conference that focused on science and students in poverty
- Completed mid-cycle program/financial audits at SC State University and Columbia College
- Conducted five online focus groups (3-6 participants in each group) and two separate telephone interviews for a total of 24 new Fellows graduates

Online Educator Employment System/Teacher Expo/Supply and Demand Survey:

- A total of 32,005 applications were created or modified in the System
- Nearly 22,300 of the applications came from SC residents; 12,554 are already licensed teachers in the state
- SC school districts and special school accessed the database of applicants a total of 45,179 times
- The Expo was attended by 297 candidates and representatives from 33 school districts
- The Survey was completed by 79 districts and one special school

Mentor Training and Induction:

- Certified 1,055 mentors through 48 initial mentor trainings, for an overall total of more than 11,500 trained
- Trained 21 certified mentors as trainers, bringing the total number of trainers to 293
- Held a training for 17 mentors who work with alternatively certified teachers
- Representatives from 43 school districts and educational institutions participated in the New Teacher Induction Symposium, which was attended by 170 first- and second-year teachers, district personnel, and presenters
- Held the first meeting of the statewide Mentoring and Induction Committee and reached consensus on the new initiatives to be undertaken, beginning with the development of four surveys to be administered annually to new teachers, mentors, school administrators, and district administrators, followed by revisions to the State Induction and Mentoring Guidelines

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.

ProTeam:

- Student participation increased by 23.1%
- Percentage of male students is 38.3%
- Percentage of non-white students is 39.1%
- 72% of sites are located in Geographic Critical Need Schools
- Implemented in five additional states

Teacher Cadet:

- Percentage of male students is 22%
- Percentage of non-white students is 34.2%
- 72% of all SC public high schools have a Teacher Cadet Program
- After completing the course, 41% students chose teaching as the career they plan to pursue after college
- Of the Cadets who plan to teach, nearly one-quarter indicated that they had been undecided or planned to pursue a different career before taking the course
- 96.3% reported that the course was either very or somewhat effective in helping them formulate a positive perception of the education profession
- 98% reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education
- 98.3% reported that the field experience helped them understand the many factors that contribute to effective teaching
- 44.2% of sites are located in Geographic Critical Need Schools
- A finalist for the 2013 Dick and Tunky Riley "WhatWorksSC" Award for Excellence

Teaching Fellows:

- 77% (1,275) of Teaching Fellows from the 2000-2009 cohorts graduated from the Program
- Of the 1,275 Fellows who graduated, 72.2% (921) are employed in 74 SC public school districts
- Of the 921 Fellows employed in a SC public school district, 56% (515) work in a Geographical Critical Need School
- 20 Fellows are employed in Palmetto and Federal Priority Schools
- Of the 586 Fellows who have satisfied their loan through teaching service, 81% (473) are still employed in a SC public school district
- 63 graduates are in deferment status (graduate school, grace year, military service, or approved special request), and are still eligible to teach and receive forgiveness through service

Online Educator Employment System/Teacher Expo/Supply and Demand Survey:

- 54 attendees of the 2013 Expo were hired to fill existing vacancies in the state for the 2013-14 school year
- In the past 11 years, more than 1,000 teachers, including approximately 330 males and 320 minorities, have been hired as a result of their participation in the Expo
- Published a report that summarizes data from the Supply and Demand Survey; CERRA's Report on the Fall 2013 Supply and Demand Survey is available at: http://cerra.org/media/documents/2014/1/2013_Supply__Demand_Report2.pdf

Mentor Training and Induction:

- CERRA staff person served as a doctoral committee member and editor on a dissertation written about the impact of the state's Initial Mentor Training
- Dissertation concluded that the training is effective in preparing mentors to support new teachers; the training needs to be updated and refresher courses should be offered for certified mentors; trainings should include more strategies on conducting observations, providing instructional assistance and formative feedback, and classroom management; and trainings should be specialized for administrators and various disciplines

Question 7: Program Evaluations

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

2013-2014

Has an evaluation ever been conducted?

_x_ Yes
___ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

CERRA conducts annual evaluations to assess the effectiveness of each of its programs and services. A variety of quantitative and qualitative methods are used to collect and analyze relevant data that ultimately lead to the overall improvement of each program and service. The information collected and analyzed includes demographic data, numbers of program participants and completers by gender and race, financial reports, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews and site visit reports.

Program evaluation results are disseminated through various reports and publications at the end of each fiscal year. Some of the key findings from the most recent evaluation include:

- The ProTeam and Teacher Cadet Programs continue to grow statewide and throughout the nation
- The Teacher Cadet Program continues to meet expected outcomes of producing exemplary students who plan to pursue a career in teaching
- The Teaching Fellows Program is a highly effective recruitment and retention tool for public school educators
- Focus groups consisting of Fellows graduates serve as an effective method to gather relevant data that are being used to improve the program
- Dissertation results (consistent with prior year surveys) concluded that the state's Initial Mentor Training is generally effective in preparing mentors to support beginning teachers; these results will guide efforts to update and strengthen Mentor Training

All program results and recommendations are published in CERRA's 2013-14 annual report, which can be accessed by clicking on the link below.

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

_x_ Yes
___ No

CERRA's 2013-14 Annual Report to the Board of Directors is available at:
http://cerra.org/media/documents/2014/9/CERRA_Annual_Report_13_14.pdf

If no, why not?

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?

For Fiscal Year 2014-15, CERRA has absorbed funding losses due to program conclusions and has reorganized to make more effective use of staff and resources, resulting in two full-time positions being eliminated at the conclusion of Fiscal Year 2013-14. Other ways that reductions would be absorbed or offset include:

- Flow-through funds (known as site grants) used for materials, resources, activities, etc., which are provided to ProTeam and Teacher Cadet Instructors, as well as to College Partners who support the Teacher Cadet sites, would be reduced or suspended.

- The length and/or number of professional development activities hosted by CERRA would be reduced or suspended.

- The use of contractual, part-time Program Facilitators would be limited or suspended.

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?

Ways that objectives, activities, and priorities would change include:

- Revenue sources would be relied upon to continue site grants that support the ProTeam and Teacher Cadet Programs. If revenues are insufficient, site grants would be reduced and the use of part-time Program Facilitators would be limited or discontinued, impacting the level of support CERRA is able to provide to the ProTeam and Teacher Cadet Programs.

- Funds from the Teaching Fellows Loan Collections account will be utilized during Fiscal Year 2014-15 in order to address short-falls in the level of funding needed to make awards to the desired number of Teaching Fellows.

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?

No increase or decrease requested.

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	$4,435,725	$4,435,725
General Fund[1]	$145,431	$35,000
Fees[2]	$36,257	$30,000
Other Sources		
Revenues[3]	$145,631	$50,000
Collections[4]	$1,228,653	$200,000
TOTAL:	5,991,697	$4,750,725

1 – National Board support funds received from SDE
2 – District professional development materials and expenses (Teacher Forum)
3 – Sales of curriculum and other materials (used for professional development, site grants, and scholarships) and registration for the Expo and the Induction Symposium (offsets event costs)
4 – Collections from Teaching Fellows who did not fulfill the teaching service requirement (used for collection expenses and as reserve fund for future award decisions/notifications)

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	$578,247	$601,828
Contractual Services	$118,274	$145,000
Supplies & Materials	$31,583	$40,000
Fixed Charges	$36,460	$36,500
Travel	$76,383	$75,000
Equipment	$9,009	$10,000
Employer Contributions	$200,114	$208,055
Allocations to Districts/Schools/Agencies/Entities[1]	$3,133,211	$3,319,342
Balance Remaining[2]	$252,444	
TOTAL:	$4,435,725	$4,435,725
# FTES:	10[3]	10[3]

1 – Includes Teaching Fellows awards sent directly to institutions of higher education
2 – Unused Teaching Fellows awards
3 – Two of the ten full-time employees paid out of EIA funds are 10-month employees and a small percentage of the salary of five full-time employees is paid out of another fund source

cerra

SOUTH CAROLINA

Center for Educator Recruitment, Retention & Advancement

2013-14 Annual Report

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is the oldest and most established teacher recruitment program in the country. SCCTR was established by the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center.

CERRA's agenda is a comprehensive one that supports a variety of programs designed to recruit and retain qualified, caring, and competent teachers for the state of South Carolina. The Center's primary target groups are middle (the ProTeam Program) and high school students (the Teacher Cadet and Teaching Fellows Programs), college students, and adults interested in changing careers. CERRA also targets groups of accomplished teachers through programs including mentoring, teacher leadership, and National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Mission and Strategic Goals

The purpose of the Center for Educator Recruitment, Retention, & Advancement is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

To that end, the following strategic goals have been adopted and approved by the CERRA Board of Directors:

1) Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2) Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3) Use innovative communication tools to promote CERRA's mission and the education profession.

4) Be a visible, credible advocate for the education profession.

From the Executive Director

The 2013-14 school year was a time of transition and growth. Despite some funding losses and program conclusions, CERRA staff have forged ahead and worked diligently to rethink our operations, our structure, our partnerships, and our outcomes.

Among the many changes this year, CERRA's involvement with the National Board Certification (NBC) loan program came to a conclusion. The 2013-14 school year was the final year that CERRA received state funds to monitor recipients of the previously discontinued, state-funded NBC loan. CERRA hopes to continue to play a supportive role with the NBC application process by working with the State Department of Education to keep districts and policymakers informed on NBC issues and outcomes.

Additionally, CERRA's work with Winthrop University's NetSCOPE grant came to a conclusion. CERRA's involvement centered on the training of mentors and mentor trainers in the participating districts and schools. On the positive side, however, CERRA was able to renew its partnership with the State Department of Education in the Mentoring and Induction arena and has launched a number of initiatives to expand and strengthen mentoring and induction programs in the state.

Among other changes, the CERRA Advisory Board (CAB) completed a comprehensive strategic planning process, resulting in the transitioning of CAB into four affinity groups – in some cases, the affinity group will evolve out of an existing committee or support group, and in other cases they will be created anew. The planned affinity groups will revolve around Pre-Collegiate Recruitment Programs, Mentoring and Induction Programs, Teacher Forums, and National Board support.

Other positive news for CERRA this year includes the Teacher Cadet Program being named a finalist for the prestigious Dick and Tunky Riley "WhatWorksSC" 2013 award for innovation and effectiveness in education programs. Additionally, the 8th Edition of the ProTeam Curriculum was completed and will be utilized during the 2014-15 school year.

The Teaching Fellows Program welcomed Francis Marion University as the first Teaching Fellows institution in the Pee Dee region of the State. Francis Marion will begin accepting its first cohort of freshmen Teaching Fellows in the fall of 2014. Two other public institutions, Coastal Carolina University and the University of South Carolina Aiken, also were approved to host Teaching Fellows programs. They each will begin accepting cohorts of freshmen Teaching Fellows in the fall of 2015.

We continue to implement CERRA's 2012 Strategic Goals and to look for ways to continue to grow our programs and expand our reach. The 2014-15 school year is going to be great!

Jane Turner

Continuum of Programs and Services

Pre-Collegiate Programs → **Pre-Service Programs** → **Service Programs**

ProTeam SOUTH CAROLINA

Teaching Fellows SOUTH CAROLINA

Teacher Forum SOUTH CAROLINA

Teacher Cadets SOUTH CAROLINA

Mentor Training SOUTH CAROLINA

In addition to the programs offered through CERRA, the Center provides the following services:

- Support for Future Educators Association (F.E.A.) chapters
- South Carolina Online Educator Employment System
- Statewide Teacher Expo
- Support for National Board candidates
- Research/Data Collection/Reports

ProTeam Program

Overview

ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History

The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. Once a very strong program, it dwindled as middle schools replaced junior high schools and scheduling the course grew to be more difficult. The Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the Program's curriculum, meshes with the EEDA requirement that all South Carolina students be exposed to identified career clusters. Additionally, the standards outlined in *DreamQuest* match the improvement framework of Making Middle Grades Work, an initiative of the Southern Regional Education Board. A curriculum review and revision process was completed during the 2013-14 school year, and the 8th edition of the *DreamQuest* curriculum will be launched during the 2014-15 school year.

Effectiveness

The ProTeam Program has served more than 15,300 South Carolina students since its inception in 1990. During the 2013-14 school year, 742 students completed the Program, which was offered in 25 South Carolina middle schools. These figures represent a 23% increase from the number of students served during the 2012-13 school year and the addition of six new sites. Of the 742 students, 38.3% are males and 39.1% are non-white students. Eighteen of the 25 sites are located in a Geographic Critical Need School, as determined by the State Board of Education. The number of sites has steadily increased over the past five years, and four new sites and three returning sites have been added for the 2014-15 school year. Furthermore, the ProTeam curriculum has now been implemented in six other states. CERRA's marketing efforts continue to focus on high need schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Schools

The following middle/junior high schools (and districts) offered at least one section of the ProTeam course during the 2013-14 school year: A.R. Rucker Middle (Lancaster), Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Banks Trail Middle (York), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington/Richland 5), Charleston Charter for Math and Science (Charleston), Chester Middle (Chester), Fairfield Middle (Fairfield), Florence Chapel Middle (Spartanburg 5), Georgetown Middle (Georgetown), Gilbert Middle (Lexington 1), Great Falls Middle & High (Chester), H.E. McCracken Middle (Beaufort), Hemingway Middle (Williamsburg), Lewisville Middle (Chester), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Rosemary Middle (Georgetown), Sims Middle (Union), South Middle (Lancaster), St. James Middle (Horry), Sullivan Middle (York 3), Waccamaw Middle (Georgetown), and Whittemore Park Middle (Horry).

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages academically talented, high-achieving high school students with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets may receive college IDs allowing access to campus services and activities, as well as college credit hours.

History

In 1975, Bonner Guidera, a teacher at Conway High School, began working with outstanding students who had an interest in teaching. Guidera and two fellow teachers later applied for a grant to expand their informal effort into a course available to high-achieving students. Although the grant proposal was not funded, the idea attracted the attention of Dr. Jim Rex, then dean of Winthrop University's College of Education, who established a task force to further explore the idea. From the work of the task force, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 high schools had agreed to begin the program. More than 57,500 students have participated in the Teacher Cadet Program in its 28-year history.

Effectiveness

During the 2013-14 school year, 2,545 students completed the Teacher Cadet Program. Twenty-two percent of these students are males and 34.2% are non-white students. The Program was offered in 72% (162) of all public high schools, in 69 of the 82 public school districts. Additionally, the Program was offered in two career centers and one private high school for a total of 165 sites. Three new sites and four returning sites have been added for the 2014-15 school year. Forty-four percent of the Teacher Cadet sites are located in a Geographic Critical Need School, as determined by the State Board of Education. Furthermore, 57.3% of all Geographic Critical Need High Schools offered the Teacher Cadet course during the 2013-14 school year. After completing the course, 41% of Teacher Cadets chose teaching as the career they plan to pursue after college, and of these Cadets who now plan to teach, nearly one-quarter indicated they had been undecided or planned to pursue a different career before taking the course. Seventy-one percent of the 779 students who applied for admission into the Teaching Fellows Program in 2013 were Teacher Cadets.

Schools in 35 other states have implemented the Teacher Cadet curriculum, which is now in its Tenth Edition. Also available to Teacher Cadet sites and the 22 institutions that serve as College Partners, the Interactive Technology Hub provides access to information and resources such as demonstration lessons, "how to" educational videos, recruitment efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University
Easley
Hillcrest
Mauldin
Palmetto^
Pendleton
Pickens^
Powdersville
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Wren

Charleston Southern University
Ashley Ridge
Berkeley^
Cane Bay
Fort Dorchester
Goose Creek
Hanahan
Lake Marion
Pinewood Prep
North Charleston
R.B. Stall
Stratford
Summerville^

Clemson University
Brashier Middle College
D.W. Daniel
J.L. Mann
Liberty

Coastal Carolina University
Academy for the Arts, Science, & Technology
Andrews
Carolina Forest
Carvers Bay
Conway%
Georgetown
Myrtle Beach
Socastee
St. James
Sumter^
Waccamaw

Coker College
Lake View
McBee

College of Charleston
Baptist Hill
Burke
Charleston Charter School for Math & Science
Charleston County School of the Arts
Cross
Timberland
West Ashley

Columbia College
Camden
Dutch Fork^
North Central

Erskine College
Belton-Honea Path
Dixie

Francis Marion University
Aynor
C.E. Murray
Creek Bridge
Crestwood
Darlington
Dillon
East Clarendon
Hartsville
Hemingway
Kingstree
Lakewood
Marion
Marlboro
Mayo Math, Science & Technology
Mullins
South Florence^
Timmonsville
West Florence
Wilson

Lander University
Abbeville
Calhoun Falls
G. Frank Russell Career Center
Ninety Six

Limestone College
Blacksburg^
Gaffney^

Newberry College
Airport
Blythewood^
Brookland-Cayce
Chapin^
Columbia
Eau Claire
Irmo
Lexington
Lugoff-Elgin
Newberry
Richland Northeast
Ridge View
Spring Valley
W.J. Keenan
Westwood

North Greenville University
Berea
Blue Ridge
Eastside
Greer
Riverside
Travelers Rest
Wade Hampton (Greenville)

Orangeburg-Calhoun Technical College
Calhoun County
Cope Area Career Center

Presbyterian College
Clinton
Laurens District 55

The Citadel
Beaufort
James Island Charter
Wando^

USC Aiken
Aiken
Batesburg-Leesville
Fox Creek^
Gilbert
Midland Valley
North Augusta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Columbia
Dreher
Lower Richland
White Knoll

USC Salkehatchie
Allendale Fairfax
Bamberg-Ehrhardt
Barnwell
Battery Creek
Blackville-Hilda
Bluffton^
Colleton County
Estill
Hilton Head Island
Ridgeland Hardeeville
Wade Hampton (Varnville)
Whale Branch Early College
Woodland

USC Upstate
Boiling Springs^
Broome
Chapman
Chesnee
Dorman^
Greenville Technical Charter
J.F. Byrnes
Landrum
Spartanburg

Voorhees College
Denmark-Olar

Winthrop University
Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill%
Great Falls
Indian Land
Lancaster
Lewisville
Nations Ford*
Northwestern
Rock Hill%
South Pointe
Union County
York Comprehensive^

^ Denotes a school that offers two sections of Teacher Cadet.

% Denotes a school that offers three sections of Teacher Cadet.

Teaching Fellows Program

Overview

The Teaching Fellows Program is designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for their participation in a Fellows program at an approved teacher preparation institution. Each Teaching Fellows institution has a unique program that provides professional development opportunities above and beyond its regular teacher education program. The selection process for Teaching Fellows is rigorous, with an emphasis on academic accomplishment, a commitment to school and community involvement, and a demonstration of leadership skills. In addition to the online application and academic profile, students are required to supply three recommendations, sit for an interview conducted by a panel of three educators, and write an essay from an assigned prompt. Students who complete the Program must teach in a South Carolina public school one year for each year they receive funding in order to qualify for loan forgiveness.

History

The Teaching Fellows Program was established in 1999 to recruit talented high school seniors into the teaching profession. The Program provides up to $6,000 per year in fellowships for up to 200 students who are working to complete a degree leading to teacher licensure. As a result of significant cuts in education funding beginning with the 2008-09 fiscal year, it has not been possible to fund 200 Teaching Fellows each year at the $6,000 per year level. In subsequent years, however, the number of Fellowships that could be awarded at the full $6,000 level has been increased. For the 2013-14 academic year, 174 freshmen were awarded fellowships at the full $6,000 level. Eleven institutions hosted Teaching Fellows programs during the 2013-14 academic year. In July 2013, Francis Marion University was approved to host a Teaching Fellows program effective with the 2014-15 academic year. Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014, and will host their first cohort of freshmen during the 2015-16 academic year.

Effectiveness

Seventy-seven percent (1,275) of Teaching Fellows from the 2000-2009 cohorts graduated from the Program, and 72.2% (921) were employed in 74 South Carolina public school districts during the 2013-14 school year. Of these Fellows, 56% (515) are employed in a Geographic Critical Need School, as determined by the State Board of Education. Additionally, 20 Fellows are employed in Palmetto and Federal Priority Schools. Palmetto Priority Schools are those that failed to meet expected progress on student achievement required by the Education Accountability Act, and Federal Priority Schools are the lowest performing Title I schools in the state. More than half (51.4%) of all Teaching Fellows who are employed in South Carolina public school districts have already satisfied their loan through teaching service. Of the 586 Teaching Fellows who are loan-satisfied, 81% are still employed in a public school district in the state. Site evaluations are conducted at each Teaching Fellows Institution on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations provide ongoing, relevant feedback to drive improvements in the overall quality of the program.

Teaching Fellows Institutions

Notes:

- Furman University and SC State University are no longer accepting new students into their Teaching Fellows programs.
- Francis Marion University was added as a Teaching Fellows Institution in July 2013 and will begin accepting Fellows in fall 2014.
- Coastal Carolina University and the University of South Carolina Aiken were added as Teaching Fellows Institutions in March 2014 and will begin accepting Fellows in fall 2015.

Online Educator Employment System

Overview

CERRA's Online Educator Employment System ("System") provides a centralized process for individuals to locate job vacancies in South Carolina public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions.

History

The job bank aspect of the System was originally launched in 1988. It was modified in 2012 to allow school districts and special schools direct access to post and take down vacancy listings themselves, so as to increase the accuracy and completeness of the postings. The online employment application was activated in October 1999. In March 2008, the application was redesigned and the licensure application piece was added for the benefit of those individuals who also needed to apply for South Carolina licensure. In 2012, the licensure application piece was eliminated after the State Department of Education developed new online application procedures. A number of school districts also have established additional software platforms through which they may access online application data and interface the data with their own data management systems. Since 2012, the System has been continually refined to further automate certain aspects of the application process, such as the procedure by which applicants submit required documents.

Effectiveness

In previous years, CERRA has provided the total number of online employment applications that have been processed. As part of a system cleanup and for security purposes, all applications that were disabled on or before December 31, 2008 were purged in 2012. Since the purge occurred, a total of 128,383 applications have been created or modified in the System. From July 1, 2013 through June 30, 2014, just over 32,000 applications were created or modified. Nearly 22,300 of these applicants are South Carolina residents, and 12,554 are already licensed teachers in the state.

South Carolina public school districts and a number of special schools post vacancies on the System's job bank each year. During the 2013-14 fiscal year, school districts and special schools in the state accessed the database of applicants a total of 45,179 times. The application aspect of the System also makes it possible to collect data regarding those applicants who were Teacher Cadets and/or Teaching Fellows. For example, through June 30, 2014, 7,263 applicants indicated participation in the Teacher Cadet Program, and 1,550 indicated participation in the Teaching Fellows Program. There were 855 applicants who were both a Teacher Cadet and a Teaching Fellow.

Teacher Expo

Overview

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts.

History

The first Teacher Expo was held in 1988 and has been hosted annually since that time in various cities across the state, including Charleston, Columbia, and Rock Hill. It continues to be the only statewide teacher recruitment fair. Due to the decline in vacancies as a result of significant cuts in education funding, however, the 2010 Expo was conducted as a virtual event. The 2011, 2012, 2013, and 2014 Expos were limited to applicants seeking positions in critical need subject areas. Thirty-three districts participated in the 2014 Expo, which was attended by 297 candidates. For 2014, the Expo was promoted primarily through internet and multimedia venues and attracted recent graduates, career-changers, and teachers seeking to relocate to South Carolina.

Effectiveness

In the past eleven years, more than 1,000 teachers, including approximately 330 males and 320 minorities, have been hired as a result of their participation in the Teacher Expo. Fifty-four attendees of the 2013 Expo were hired to fill existing vacancies in the state during the 2013-14 school year. This figure, compared to numbers reported in 2012, represents an increase of 20 teachers who were hired as a result of the Expo. The number of teachers hired from the 2014 Expo will be available later in the fall of 2014.

National Board Certification®

Overview

National Board Certification® (NBC), through the National Board for Professional Teaching Standards™ (NBPTS), is a voluntary process designed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. CERRA seeks to increase the number of accomplished teachers pursuing NBC as an individualized professional development pathway to improve their teaching practices.

History

Starting in 2000, CERRA was charged by the South Carolina General Assembly with the administration of a loan program for teachers who pursued NBC. This state-funded loan was forgivable if NBC was achieved. In 2006, the General Assembly also provided the opportunity for teachers in "at-risk" schools to be excused from repaying the loan regardless of whether they became certified. For the 2010-11 fiscal year, the General Assembly suspended the loan program, and it has not been reinstated. Thereafter, NBPTS created a Friends of South Carolina Scholarship which provided $750 in funding for candidates in the 2011-12 fiscal year and a limited number of candidates in 2012-13. NBPTS also provided additional funding through a Federal Subsidy Grant Program to further assist potential candidates with the application fees. The Friends of South Carolina Scholarship and the Federal Subsidy Grant funds are no longer available, leaving candidates responsible for financing the NBC process. The 2013-14 fiscal year is the final year that CERRA was responsible for tracking the state-funded loans which were received prior to the elimination of that loan program.

CERRA also has developed an infrastructure of support for NBC awareness, the application process, and the retention of candidates. The infrastructure includes NBC liaisons in every school district and three special schools, and a toolkit to assist in providing intense, uniform assistance to candidates. During the 2013-14 fiscal year, a small group of NBC teachers worked to create the South Carolina National Board Network ("Network") which replaced the inactive Board Certification Network of South Carolina Educators. The Network was incorporated as a nonprofit and will eventually function separately from CERRA. Network goals include advocacy for NBC, candidate support, and teacher leadership initiatives.

Effectiveness

During the 2013-14 school year, CERRA tracked 237 loans for candidates seeking to obtain NBC. In November 2013, 230 South Carolina teachers achieved NBC and 372 teachers renewed their NBC. According to NBPTS, South Carolina continues to rank third in the nation with a total of 8,663 NBC teachers. During the 2013-14 school year, all but two of the 82 public school districts, as well as the School for the Deaf and the Blind, the Department of Juvenile Justice, and the Department of Corrections, employed 6,498 NBC teachers. Forty-two percent of these NBC teachers were employed in a Geographic Critical Need School, as determined by the State Board of Education, where teachers can qualify for loan forgiveness. Many career and technology centers in South Carolina also employ NBC teachers.

Teacher Forum

Overview

The South Carolina Teacher Forum gives recognition to the State (STOY) and district (DTOY) teachers of the year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to be advocates for their profession. Most South Carolina school districts contribute funds to support membership of their DTOY in the State Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the State Teacher Forum and helps DTOYs organize and/or facilitate effective local district forums.

History

Through the efforts of Terry Dozier, the 1985 South Carolina and National Teacher of the Year, CERRA established the South Carolina Teacher Forum in 1986. It has since become a model for the National Teacher Forum. Regional teacher forum meetings, as well as the State Teacher Forum Conference, are held each year for the DTOYs. The State Teacher Forum provides a model that can then replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, collaborate with business and community leaders to address educational issues, communicate with local legislative delegations, sponsor teacher recognition and professional development activities, and work with district leaders to address needs and concerns.

Effectiveness

Regional teacher forums were held in the fall of 2013 in each of the five CERRA regions. Darleen Sutton, the 2014 STOY, facilitated the meetings and provided information, networking, and leadership opportunities. The State Teacher Forum Conference was held in February 2014, as a three-day professional development opportunity for DTOYs to hear outstanding speakers and participate in workshops designed to enhance their roles as spokespersons for their districts' teachers. At the conclusion of the 2013-14 school year, there were 68 district-level Teacher Forums.

Districts with active Teacher Forums

Aiken; Anderson 1, 2, 3, 4, & 5; Barnwell 19 & 29; Beaufort; Berkley; Calhoun; Charleston; Cherokee; Chester; Chesterfield; Clarendon 1 & 3; Colleton; Darlington; Dillon 4; Dorchester 2 & 4; Edgefield; Fairfield; Florence 1 & 3; Georgetown; Greenville; Greenwood 50, 51, & 52; Hampton 1 & 2; Horry; Jasper; Kershaw; Lancaster; Laurens 55; Lee; Lexington 1, 2, 3, 4, & 5; Marion; Marlboro; McCormick; Newberry; Oconee; Orangeburg 3, 4, & 5; Pickens; Richland 1 & 2; Saluda; SC Charter; Spartanburg 2, 5, 6, & 7; Sumter; Union; Williamsburg; and York 1, 2, 3, & 4.

Mentoring and Induction

Overview

CERRA conducts initial mentor training for experienced teachers and administrators to become effective mentors to beginning teachers, believing that, with effective mentoring and support, beginning teachers can thrive in their development as quality teachers. Mentors may become mentor trainers by attending a "Train the Trainer" seminar and then co-training with CERRA-certified trainers. CERRA also cohosted the second annual New Teacher Induction Symposium, in partnership with the RETAIN Center of Excellence at Newberry College.

History

In 2006, the State Board of Education adopted State Mentoring and Induction Guidelines and charged CERRA and the State Department of Education (SDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. Through a partnership in 2008 with the SDE, CERRA also developed advanced mentor training for special education teachers. In 2012, CERRA and the RETAIN Center of Excellence collaborated to develop advanced mentor training for teachers who completed alternative licensure programs. Through the federal NetSCOPE grant, CERRA and Winthrop University developed mentoring and induction programs in the districts served by the grant, and two CERRA staff members became certified by the New Teacher Center in California to conduct advanced mentor training in Coaching and Observation Strategies and in Analysis of Student Work. School districts in rural areas with high poverty levels continue to be targeted for mentor training as teacher turnover rates tend to be highest in those districts.

Effectiveness

During the 2013-14 fiscal year, 1,055 mentors were certified at 48 initial mentor training sessions, for an overall total of more than 11,500 trained. Additionally, 21 certified mentors were trained as trainers, bringing the total number of trainers to 293. Seventeen mentors participated in a mentor training for alternatively licensed teachers. Coaching and Observation training was conducted on two occasions with 54 participants, bringing the total number who have completed this training to 288. Analysis of Student Work training was conducted on two occasions, with 57 participants, for an overall total of 191 mentors who have completed this training.

In April 2013, CERRA administered a survey to more than 500 certified mentors and induction teachers in nine South Carolina public school districts to collect feedback on our three-day initial mentor training. Data collected from these surveys, as well as a dissertation written about the impact of the training, were used to guide the work of a group of educators formed by SDE and CERRA in a collaborative effort to launch several initiatives intended to improve mentoring and induction programs statewide. The first task will be to develop an annual survey that focuses on ways to strengthen the mentoring and induction programs in our school districts. Specifically, four surveys will be administered during the 2014-15 school year to the following groups: induction teachers, mentors, school administrators, and district administrators.

Representatives from 43 school districts and educational institutions participated in the New Teacher Induction Symposium, which was attended by 170 first- and second-year teachers, district personnel, and presenters.

Communications and Technology

Overview
CERRA strives to use innovative communication tools to promote its mission and the education profession, as well as to be a visible, credible advocate for the education profession.

CERRA Website
The CERRA website, www.cerra.org, provides user-friendly information regarding the Center's programs and services. A totally redesigned website was launched during the summer of 2012. From July 1, 2013 to June 30, 2014, the CERRA website received more than 1.5 million page views from 147,971 visitors in 141 countries/territories. The Teacher Cadet website received 106,192 page views from 15,971 visitors in 84 countries/territories.

Media Relations
The Coordinator of Communications and Technology serves as a liaison to state and local media outlets for purposes of promoting stories and good works of students and teachers participating in CERRA programs. Among other things, the annual release of the Teacher/Administrator Supply and Demand Survey Report and the announcement of the newly certified NBC teachers receive significant media attention.

Social Media
CERRA continues to utilize the free social media tools, Facebook, Twitter, and YouTube to broadcast updates and information to students participating in its programs and members of the CERRA network. The three applications have a combined following of nearly 6,500 people, many of whom actively engage in conversations on these various platforms. Each Program Director and our Coordinator of Communications and Technology maintains a blog and regularly posts programmatic updates.

Podcast
The monthly CenterPoint Podcast provides listeners with CERRA news and information. Each episode also features an interview with an educational leader discussing current topics relevant to our network. The podcast can be found in iTunes or on our website.

Network E-blasts
CERRA continues to engage its network of educators through e-mail blasts intended to provide information about various opportunities to serve in leadership roles, to announce events and workshops, and to communicate pertinent and time-sensitive news regarding its programs and services.

College Financial Newsletter
The College Financial Newsletter is distributed during the fall and spring semesters to students, teachers, and guidance counselors throughout South Carolina. It also can be accessed from CERRA's website. This Newsletter provides extensive information to assist students in finding scholarship information for college. While the Newsletter informs students of the financial aid process, there is an emphasis on promoting scholarship and loan programs available to students interested in pursuing a teaching degree.

Research

Teacher/Administrator Supply and Demand Survey

The oldest of CERRA's direct research tools, the Teacher/Administrator Supply and Demand Survey was designed to collect data throughout South Carolina on rates of teachers entering the profession, those leaving their classrooms, and the number of vacant teacher positions. In October 2013, districts reported a total of 5,797.7 full-time equivalencies (FTEs) filled by newly hired teachers for the 2013-14 school year. A total of 5,003.5 FTEs were held by teachers who did not return to their classrooms for the 2013-14 school year. This figure represents 10% of all allocated teacher positions reported during that time. Two-thirds of these teachers left their classrooms for one of the following three reasons: retirement, teaching position in another South Carolina district, or personal choice, which includes staying home with children, choosing not to work, no reason given, etc. Districts reported 270.83 vacant FTEs at the beginning of the 2013-14 school year. Districts continue to experience difficulty filling vacancies in critical subject areas, certain geographic areas, and low-performing schools. This conclusion, along with an average of 5,200 public school teachers leaving the classroom each year and only 2,200 students who annually graduate from South Carolina teacher education programs, reinforces the need to support and maintain strong recruitment and retention efforts across the state. Comprehensive reports for the past 13 years are available on the CERRA website at www.cerra.org/research/overview.aspx.

Research Page

One of CERRA's goals is to be a leading repository and interpreter of data on educator recruitment, retention, and advancement in South Carolina. CERRA has addressed this goal in part by creating a research page on its website that contains data commonly requested by teachers, school administrators, colleges and universities, state and local education agencies, legislators, and the media. Some of the data are collected and produced by CERRA, while other information is gathered from other agencies and institutions, to the extent possible. Additional information is added to the website as it becomes available.

Program Evaluation

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the effectiveness of each program and service. This data analysis often results in modifications that lead to overall program improvement. Results from each program evaluation are disseminated through various reports and publications. CERRA is, thus, able to demonstrate how legislative funds are spent each year and the extent to which those funds are used to support our mission and programmatic goals. CERRA also normally publishes a report each spring that focuses on a different program or service. During the 2014-15 school year, CERRA is collaborating with the State Department of Education to develop four statewide surveys designed to enhance the mentoring and induction programs in our school districts. The surveys will be administered annually to induction teachers, mentors, school administrators, and district administrators in our state. Results from these surveys, in conjunction with a dissertation written about the training's impact and the data already collected from surveys administered to mentors and induction teachers in April 2013, will assist our efforts to update and strengthen CERRA's initial mentor training.

2013 - 2014 Budget

Budget Categories	2013-2014 Actual Expenditures
Office Salaries & Fringes	$657,832
Office Support	$120,627
Board of Directors	$968
Staff Travel	$43,069
Teacher Leaders	$3,836
Teacher Database	$6,393
Teacher Cadet Program	$35,322
Teacher Educators	$36,151
ProTeam	$29,049
Teaching Fellows	$3,077,306
Minority Recruitment	$169,259
Marketing/Publications	$3,469
TOTAL EXPENDITURES	$4,183,281

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A REPORT ON THE FALL 2013 SUPPLY AND DEMAND SURVEY

JANUARY 2014

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, AND ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey to South Carolina's public school districts and special schools. Once the information is submitted, CERRA compiles a statewide report summarizing data on teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When reporting allocated teacher positions, teachers and administrators hired, vacant positions, and teachers who leave, districts are asked to calculate totals in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

Teacher Positions

Districts were asked to provide the number of allocated teacher positions for the 2013-2014 school year.[1] For the current school year, districts reported a total of 49,641.5 full-time and part-time teacher positions, a decrease of 754 FTEs from last year. A considerable amount of this decline can be explained by the absence this year of a Supply and Demand Survey from the Public Charter School District, who last reported 551 allocated positions.

Overall statewide, there was a slight decrease in the number of FTEs at all school levels. More than half of the districts, however, reported an increase in the number of allocated teacher positions that ranged from 0.25 FTEs to 168 FTEs. Regardless of changes in the number of elementary, middle, and high school positions that occurred this year, the proportions remained the same. Like last year, elementary positions accounted for just over half of all FTEs while middle and high school positions respectively made up 21% and 28% of the total.

Several core subjects consistently represent the largest majority of all allocated teacher positions in the state. Seventy-one percent of all teacher positions were attributable to six subject areas: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%). These percentages have remained constant since the 2009-2010 school year when districts were first asked to submit this information.

Teachers Hired

The total number of FTEs filling vacancies in school districts this year was 5,797.7, an increase of just 58.2 FTEs compared to last year. Most characteristics of newly hired teachers, including total numbers, subject areas taught, school levels, source of hire, and race/gender, look very similar to data reported for the 2012-2013 school year.

[1] With the exception of Dillon 3, Spartanburg 6, and the South Carolina Public Charter School District, all public school districts completed a Supply and Demand Survey. The Department of Juvenile Justice also submitted a survey. Information from these 80 districts and specials schools is included in all data tables throughout the report.

Primary and elementary school teachers hired for the 2013-2014 school year explained 45% of the total number of FTEs filled in the state. Districts categorized two-thirds of these teachers as having early childhood or elementary certification who could be teaching any or all core subjects. As mirrored by the number of allocated positions discussed in the previous section of this report, the majority of newly hired middle and high schools teachers were concentrated in just a few subject areas including English/language arts, mathematics, sciences, and social studies. Across all school levels, special education teachers accounted for the greatest number of hires.

One-third of all FTEs filled this year were new graduates from teacher education programs in the state. This statistic is down a marginal amount from 36% last year. Just over 8% of the FTEs filled were new graduates from teacher education programs in another state. Teachers who transferred from one South Carolina district to another made up 27% of the FTEs filled this year. About 15% of the new hires transferred from another state.

This year, 7.5% of newly hired teachers in the state came through alternative certification programs. Most of these teachers were participants in the Program of Alternative Certification (PACE). According to data reported by districts, the number of FTEs filled by PACE teachers was 239.5, a 10% increase compared to the data submitted last year. While the total number of PACE teachers rose by only 22, those hired in middle schools increased by 42% or 32 teachers. Much of this growth was caused by an increase in the number of PACE teachers certified in middle level sciences and business education. On the contrary, significantly fewer high school PACE teachers were hired this year, with the largest reduction seen in mathematics teachers.

Additionally, 132 FTEs were filled this year by other alternative certification programs in South Carolina. The Teach For America program was responsible for supplying 118 FTEs, and 13 FTEs were filled by teachers who became certified through the American Board for Certification of Teacher Excellence (ABCTE). Two districts each reported filling a 0.5 FTE with a teacher who held an Adjunct Teaching Certificate.

Of the teachers hired to fill vacant FTEs this year, approximately 20% are minorities and another 20% are males. Although these percentages continue to be somewhat higher than the proportion of male and minority teachers who make up the total teacher population in the state, they are not comparable to student demographics. According to the South Carolina Department of Education, 47% of students are categorized as minorities and 51% are males.

Vacant Teacher Positions

Districts reported 270.83 vacant FTEs at the beginning of the 2013-2014 school year. While this figure signifies a reduction of only 1.6 FTEs compared to last year, the numbers are dispersed quite differently among school levels and subject areas. The largest share (38%) of vacancies occurred in primary and elementary schools this year, with more than half falling in special education or early childhood/elementary certification. In 2012-2013, high schools had the most unfilled teacher positions, mostly due to vacancies in sciences, career and technology, English, and mathematics. This school year, however, districts reported fewer vacant positions in all but one (mathematics) of these particular high school subject areas.

Vacancies in middle schools made up the smallest portion (26%) of all unfilled positions, yet represented the largest spike in the overall number of vacancies. Specifically, the number of

vacant middle-level positions increased in the following academic areas: several core subjects (art, literacy, music, and Spanish), one non-core subject (English for Speakers of Other Languages-ESOL), one non-teaching area (media specialist), and special education.

Consistent with prior Supply and Demand Reports, vacancies in special education across all school levels constituted the largest share of unfilled FTEs in the state. One out of every five vacancies in South Carolina's public schools is in special education. Furthermore, 64% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions. Districts in these two regions also were responsible for more than 55% of statewide vacancies in all subject areas, yet they make up only 36% of all teacher positions in the state.

Teachers Leaving

A total of 5,003.5 FTEs were held by teachers who did not return to their classrooms for the current school year. This figure represents 10% of all allocated teacher positions (minus vacancies) reported for the 2012-2013 school year. Although the number of FTEs held by teachers who did not return this year indicates a 9% increase (420 FTEs), the percentage of teachers who fell into each category of "reason for leaving" was nearly the same. In addition, several categories were added to the survey to make clearer distinctions among the reasons for leaving and to cut down on responses of "other" with no further explanation.

The majority (78%) of teachers who did not return for the current school year fell into four categories: 1) retirement (22.8%), which includes first-time retirees, TERI period ending, and retirees not rehired; 2) teaching position in another South Carolina district (22.4%); 3) personal choice (21.9%), which includes staying home with children, choosing not to work, no reason given, etc.; and 4) moved out of area (10.5%), which includes spouse relocation, military assignment, etc.

In addition to the large number of teachers who remained in the profession but transferred to another district, just over 4% left to teach in a private school, college, or university in South Carolina. While these teachers may no longer work in a public school district, it is reassuring to know that they have remained committed to education in our state. Only about 3% of teachers who did not return for the 2013-2014 school year actually changed professions, and another 4% of teachers were terminated for cause or their letters of agreement were not renewed.

Almost 70% of teachers who did not return to their classrooms this year had more than five years of teaching experience. Of the remaining teachers with five years or less, 11% left during or at the end of their first year, mostly due to personal choice, teaching position in another South Carolina district, moved out of the area, or termination. The same was true last year as 11.5% of teachers who did not return left after only one year in the classroom.

Administrators

The number of newly hired administrators increased by 40% for the current school year, resulting in approximately 600 FTEs being filled by newly hired administrators in public school districts. The significant rise in the number of new hires reported is most likely attributable to directions added to the survey clarifying that districts should include all certified employees in

non-teaching positions in this category. For example, curriculum coordinators, instructional coaches, and technology specialists should be counted as administrators rather than teachers. The number of vacant administrator positions remained relatively steady at 58.5 compared to 57 reported last year.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job-seekers and the South Carolina public school districts and special schools who choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts. In 2010, the Expo was conducted as a virtual event due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. The in-person Expo was reinstated in 2011, and since then, Expos have been limited to applicants seeking positions in critical need subject areas. Thirty-three districts participated in the 2013 Expo, which was attended by 336 candidates.

Districts were asked to report the number of teachers hired as a result of the 2013 Teacher Expo. A total of 54 teachers who attended the Expo, 20 more than last year, were hired for the 2013-2014 school year; 19 of these hires are minority teachers and 12 are males. Over the past decade, more than 1,030 teachers, including approximately 330 males and 320 minorities, have been hired as a result of their participation in the Expo.

Conclusion

Much of the data examined in this report is, in many aspects, similar to what was submitted by districts last year. Particularly, the numbers of vacant positions and newly hired teachers have not changed much in two years. Although this conclusion could be interpreted as a positive trend, several issues of concern still remain in our state.

An average of 5,200 South Carolina public school teachers leave the classroom each year, including nearly 1,200 who retire from the profession. The average number of teachers leaving annually constitutes more than 10% of the state's total teacher population. It also creates a substantial discrepancy when compared to the less than 2,200 students, on average, who graduate from South Carolina teacher education programs each year. Additionally, retirements are going to occur regardless of school climate, job satisfaction, or any other factor that may cause a teacher to leave a district or the profession altogether.

Another area of concern related to high turnover rates is the percentage of teachers who leave soon after entering the profession. Of those who leave, 30% do so in the first five years of their career and 11% after just one year or less in the classroom. Not only do these statistics negatively impact student learning, they also create a financial burden on districts forced to recruit, hire, and induct new teachers on a more frequent basis.

Year after year, districts have difficulty filling vacant teacher positions in the same subject areas: special education (across all school levels), and mathematics and sciences in both middle and high schools. Over the last three school years, unfilled positions in these three critical need areas have explained anywhere from 34% up to 46% of all statewide teacher vacancies. Another

notable trend is the unexpected demand for teachers with early childhood or elementary certification. This demand could increase as a result of current discussions about expanding early childhood programs in public schools. Vacant teacher positions also are being consistently reported at a disproportionate rate, regardless of subject or certification, by districts in two geographic areas known as the Pee Dee and Lowcountry regions of South Carolina.

In this final section of the Supply and Demand Report, many conclusions have been drawn about the state of public education in South Carolina. Most significant is the number of students graduating from teacher education programs in the state as compared to the number of teachers needed to fill vacancies. Also of significance is the excessive number of beginning teachers who leave after their first year in the classroom. These findings clearly address the need to support and maintain strong recruitment and retention efforts across the state, to include providing consistent, tailored support for beginning teachers. The goal of such efforts is to ensure that there are enough qualified teacher candidates to adequately fill the supply and demand gap.

Table 1A includes the number of allocated teacher positions for the 2013-14 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2013-14 budgets.

Table 1A	Number of Teacher Positions			
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		3	98.5	101.5
Art	597.75	264.6	319.2	1,181.55
Business & Marketing Technology		169	549.53	718.53
Career & Technology (all Work-Based Certification areas)		99.2	885.26	984.46
Computer Programming		46	37.5	83.5
Dance	20.3	34.5	31	85.8
Driver's Education			73.84	73.84
Early Childhood / Elementary (any or all core subjects)	17,218.18			17,218.18
English for Speakers of Other Languages (ESOL)	270.05	91.17	86.24	447.46
English / Language Arts		1,760.72	1,869.84	3,630.56
Family & Consumer Sciences		43.5	103.22	146.72
Gifted & Talented	343.87	129.69	82.67	556.23
Guidance	693.7	486.55	697.14	1,877.39
Health	51.6	57.7	89.03	198.33
Industrial Technology		29.5	35.8	65.3
Literacy	449.65	94.71	50	594.36
Mathematics		1,638.6	1,844.76	3,483.36
Media Specialist	610.6	263.5	281.1	1,155.2
Music	641.88	459.86	385.43	1,487.17
Physical Education	691.45	450.78	605.34	1,747.57
School Psychologist	251.19	97.66	90.94	439.79
Sciences		1,406.07	1,565.73	2971.8
Social Studies		1,363.58	1,647.24	3,010.82
Special Education (by certification area)				
Blind & Visually Impaired	17.94	9.36	15.36	42.66
Deaf & Hard of Hearing	59.61	17.21	23.01	99.83
Early Childhood	237.4			237.4
Emotional Disabilities	146.3	108.95	125.45	380.7
Learning Disabilities	909.78	628.78	782.83	2,321.39
Mental Disabilities	264.8	158.5	187.75	611.05
Multicategorical	342.3	201.4	209.9	753.6
Severe Disabilities	130.9	72.4	97.2	300.5
Other Special Education	94.8	30.95	73.2	198.95
Speech Language Therapist	686.65	104.65	68.6	859.9
Theater	20	48.5	67.74	136.24
World Languages				
American Sign Language (ASL)	0	0	1	1
Chinese	10.8	6.5	9.3	26.6
French	20	38.03	136.23	194.26
German	5	9.15	37.15	51.3
Japanese	0	0	2	2
Latin	0	9	19.75	28.75
Russian	0	0	1.8	1.8
Spanish	93.5	147.2	490.28	730.98
Other	175.91	79.91	147.35	403.17
TOTAL	**25,055.9**	**10,660.4**	**13,925.2**	**49,641.5**

Table 2A includes the number of FTEs filled by newly hired teachers for the 2013-14 school year.

Table 2A	Number of FTEs Filled by Newly Hired Teachers			
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0	15	15
Art	43.3	34	30.51	107.81
Business & Marketing Technology		25.5	82	107.5
Career & Technology (all Work-Based Certification areas)		9	85.8	94.8
Computer Programming		4	3	7
Dance	0	9.5	5.5	15
Driver's Education			5.5	5.5
Early Childhood / Elementary (any or all core subjects)	1,720.6			1,720.6
English for Speakers of Other Languages (ESOL)	25.5	14	13.5	53
English / Language Arts		277.5	236.67	514.17
Family & Consumer Sciences		1	8	9
Gifted & Talented	24.6	1	0	25.6
Guidance	65	44.5	75	184.5
Health	0	3.5	7	10.5
Industrial Technology		3	3	6
Literacy	31.5	14	3	48.5
Mathematics		231	239.5	470.5
Media Specialist	64.5	22	17	103.5
Music	66.6	68.7	59.3	194.6
Physical Education	51.3	39.8	94.45	185.55
School Psychologist	52.25	14.6	11.45	78.3
Sciences		199.5	230.7	430.2
Social Studies		196.5	192	388.5
Special Education (by certification area)				
Blind & Visually Impaired	3	1	0	4
Deaf & Hard of Hearing	8.4	2.3	2.5	13.2
Early Childhood	47			47
Emotional Disabilities	18	13	14.2	45.2
Learning Disabilities	93.5	100	69.8	263.3
Mental Disabilities	32	21.5	20.7	74.2
Multicategorical	73.5	40.5	51	165
Severe Disabilities	10	4	3	17
Other Special Education	17.5	10.25	7.85	35.6
Speech Language Therapist	90.5	4.5	4.4	99.4
Theater	0	6	9	15
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	3	5	4	12
French	5	11	15.25	31.25
German	0	3	8	11
Japanese	0	0	0	0
Latin	0	2	3	5
Russian	0	0	0	0
Spanish	29	26.25	85.75	141
Other	14.4	11	17.5	42.9
TOTAL	**2,590.0**	**1,473.9**	**1,733.8**	**5,797.7**

Table 2B includes the source of FTEs filled by newly hired teachers for the 2013-14 school year.

Source	Number of FTEs Filled by Newly Hired Teachers
New Teacher Education Program Graduate – In State	1,882.6
New Teacher Education Program Graduate – Out of State	483.6
PACE	245
ABCTE	13
Teach For America	118
Adjunct Teaching Certificate (as defined by State Board of Education Regulation 43-62)	1
Newly Certified Career and Technology Teacher	58.5
Inactive South Carolina Teacher, Returned to Teaching	218.97
Teacher from Another South Carolina District	1,585.76
Teacher from a College/University or Private School in South Carolina	112.75
Teacher from Another State	855.1
Teacher from Outside the United States	102
Other	121.4
TOTAL	**5,797.7**

Table 2C includes the number of FTEs filled by minority and male teachers for the 2013-14 school year.

Table 2C	Number of FTEs Filled by Newly Hired Teachers
Minority Teachers	1,176
Male Teachers	1,173

Table 3A includes the number of FTEs filled by 1st year PACE teachers for the 2013-14 school year.

Table 3A	Number of FTEs Filled by First-Year PACE Teachers			
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0	2	2
Art	8	3	3	14
Business Education		20.5	35	55.5
Dance	0	2	0	2
English / Language Arts		14	15	29
Family & Consumer Sciences		0	0	0
Health	0	0	0	0
Industrial Technology		0	1	1
Mathematics		4	6	10
Media Specialist	5	2	1	8
Music	2	0	2	4
Physical Education	2	2	3	7
Sciences		25	28	53
Social Studies		20	4	24
Special Education: Emotional Disabilities	4	6	2	12
Theater	0	1	0	1
World Languages				
French	0	1	2	3
German	0	0	0	0
Latin	0	2	0	2
Mandarin Chinese	0	0	1	1
Spanish	1.5	6.5	3	11
TOTAL	**22.5**	**109**	**108**	**239.5**

Table 3B includes the number of FTEs filled by PACE teachers (by number of years in the program) for the 2013-2014 school year.

Table 3B	Number of FTEs Filled by PACE Teachers
2nd Year PACE Teachers	189
3rd Year PACE Teachers	108
4th Year PACE Teachers	42
TOTAL PACE Teachers (including 1st year hires)	**578.5**

Table 4A includes the number of vacant teacher positions at the beginning of the 2013-14 school year.

Table 4A	Number of Vacant Teacher Positions			
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0	1	1
Art	2	2	1	5
Business & Marketing Technology		1	1	2
Career & Technology (all Work-Based Certification areas)		0	7.33	7.33
Computer Programming		0	1	1
Dance	0	0	0	0
Driver's Education			0	0
Early Childhood / Elementary (any or all core subjects)	30			30
English for Speakers of Other Languages (ESOL)	2.5	4	3	9.5
English / Language Arts		9	4.5	13.5
Family & Consumer Sciences		0	1	1
Gifted & Talented	1	0	0	1
Guidance	3.5	2	0	5.5
Health	0	0	0	0
Industrial Technology		0	1	1
Literacy	1	0	0	1
Mathematics		8	19	27
Media Specialist	12.5	5	2	19.5
Music	8.4	3	2.75	14.15
Physical Education	2	0	1	3
School Psychologist	4	1	0	5
Sciences		7.5	13	20.5
Social Studies		7.5	6	13.5
Special Education (by certification area)				
Blind & Visually Impaired	0	0	0	0
Deaf & Hard of Hearing	1	0	0	1
Early Childhood	2			2
Emotional Disabilities	3	1	2.45	6.45
Learning Disabilities	7	5.5	10.4	22.9
Mental Disabilities	4	0	2	6
Multicategorical	5	3	6	14
Severe Disabilities	0	0	0	0
Other Special Education	1	1	0.4	2.4
Speech Language Therapist	7	0	0	7
Theater	0.6	1	1	2.6
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	1	0	0	1
French	0	1	0	1
German	1	0	0	1
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	2.5	6	9.5	18
Other	1	2	1	4
TOTAL	**103**	**70.5**	**97.33**	**270.83**

Table 5A includes the number of FTEs held by teachers who did not return to their classrooms for the 2013-14 school year.

Table 5A	Number of FTEs Held by Teachers who Left their Classrooms									
Reason for Leaving	Primary / Elementary			Middle			High			TOTAL
	Years of Teaching Experience			Years of Teaching Experience			Years of Teaching Experience			
	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0	0	533.5	0	0	261.5	0	0	343.5	**1,138.5**
Changed profession	4	21	49	4	14	10	12	24	32	**170**
Teaching position in another SC district	51	113	300.5	29	93	141.5	32	87	276	**1,123**
Teaching position in a college/ university or private school in SC	3	3	15	0	6	15	0	2	15	**59**
Teaching position in another state/country	12	36	39	5	16	28.5	8	23	39.5	**207**
Other administrator/education position in the same district	0	3	35	0	1	19	0	1	14	**73**
Other administrator/education position in SC	1	2	24	0	5	15	1	4	15	**67**
Other administrator/education position in another state/country	0	8	3	0	1	1	0	0	4	**17**
Reduction in force (RIF)/ Program elimination	3	4	5	1	2	1	3	1	6	**26**
Did not qualify for SC certificate	0	0	4	7	0	3	9	9	1	**33**
Termination or contract/letter of agreement non-renewal, for cause	27	13	34	25	6	30	23	10	29	**197**
International teacher returned to country of origin	0	9	3	0	3	4	2	18	12	**51**
Returned to school to obtain advanced degree	6	5	6	2	5	4	7	12	8	**55**
Moved out of area (includes spouse relocation, military assignment, etc.)	42	80	121	19	48	69	26	41.5	78	**524.5**
Illness/Disability (includes self, caring for sick child, caring for sick or aging parent, etc.)	6	6	46.5	3	4	23	4	4	36.5	**133**
Personal choice (includes staying home with children, choosing not to work, no reason given, etc.	62	113.5	352.5	45	73.5	150	55	64	181	**1,096.5**
Other	5	7	1	5	2	3	1	6	3	**33**
Total	222	423.5	1,572	145	279.5	778.5	183	306.5	1,093.5	**5,003.5**
TOTAL	2,217.5			1,203			1,583			**5,003.5**

Table 5B includes the number of FTEs held by PACE teachers who did not return to their classrooms for the 2013-14 school year. PACE teachers also are included in question 5A.

Table 5B Reason for Leaving	Number of FTEs Held by PACE Teachers who Left
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0
Changed profession	15
Teaching position in another SC district	23
Teaching position in a college/ university or private school in SC	2
Teaching position in another state/country	0
Other administrator/education position in the same district	0
Other administrator/education position in SC	0
Other administrator/education position in another state/country	0
Reduction in force (RIF)/ Program elimination?	3
Did not qualify for SC certificate	11
Termination or contract/letter of agreement non-renewal, for cause	7
International teacher returned to country of origin	1
Returned to school to obtain advanced degree	2
Moved out of area (includes spouse relocation, military assignment, etc.)	4
Illness/Disability (includes self, caring for sick child, caring for sick or aging parent, etc.)	1
Personal choice (includes staying home with children, choosing not to work, no reason given, etc.	19
Other	0
TOTAL	**88**

Table 6A includes the number of FTEs filled by newly hired administrators and the vacant administrator positions for the 2013-14 school year.

Table 6A Type of Administrator	Number of FTEs Filled by Administrators	Number of Vacant Administrator Positions
District Superintendent	11	1
District Assistant Superintendent	13	1
Other District Level Administrator (i.e., director or coordinator level position)	120.7	37
Primary / Elementary School Principal	56	4
Primary / Elementary School Assistant Principal	73.5	2
Middle School Principal	33	2
Middle School Assistant Principal	51.75	1
High School Principal	17	1
High School Assistant Principal	64.25	4.5
Other School Level Administrator (i.e., instructional coach, technology specialist, computer lab coordinator, etc.)	127	5
Other	31	0
TOTAL	**598.2**	**58.5**

Tables 7A and 7B include information about the South Carolina Teacher Expo.

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on May 24th, 2013?	37	43	-----	0
Are you planning to attend next year's Expo?	37	3	37	3

Table 7B	Number of Teachers Hired as a Result of the Expo
Minority Teachers	19
Male Teachers	12
Total Teachers	54

Report Prepared By:

Dr. Jennifer Garrett, Coordinator of Research and Program Development, CERRA

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	**South Carolina Program for the Recruitment and Retention of Minority Teachers South Carolina State University**
Current Fiscal Year:	**2014-15**
Current EIA Appropriation:	**$ 339,482.00**

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

Mailing Address:	**Reinell Thomas-Myers Post Office Box 7793 SC State University Orangeburg, South Carolina 29117**
Telephone Number:	**803-536-8818**
E-mail:	**rathomas@scsu.edu**

Question 1: History of the program: 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

__ 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

__ 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:

Part 1B Section 1A H63-Department of Education-EIA

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

1A.8 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment)

Regulation(s):

N/A

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

_X_ Yes

____ 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.)

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

Current Annual Objectives are—

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University.

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).

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.

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?

ACTIVITIES AND PROCESSES

- 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, continued FY 2013-2014, and remains ongoing for FY 2014-15.

- 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 2013-2014.

- Program recruitment activities for AY 2013-2014 involved: recruitment exhibitions and participation in fall and Winter Open House, and Youth Day 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
  Fairfield County Schools
  Florence County School District #3
  Florence-Darlington Technical College
  Freshman University Fair (SC State)
  Greenville Technical College
  Horry Georgetown Tech
  Midlands Technical College
  Northeastern Technical College
  Open House & Transfer Day (SC State)
  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

- SC-PRRMT plans to continue to address the state's teacher shortage and to produce quality teachers for South Carolina's teaching force. As part of its overall expansion initiatives, PRRMT plans to establish and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. As part of its expansion efforts, the program plans to implement instruction by virtual delivery to a greater degree. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

- Because of budget cuts, the Program did not air any televised teacher education recruitment ads for the current fiscal year 2014-2015, or the 2013-2014 fiscal year.

- The Partnership with CERRA and the Call Me MISTER program will continue for AY 2014-2015.

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.

PRODUCTS AND SERVICES

- The Program continues to administer a Forgivable Loan Program. This past academic year 52 students participated in the program.

- Twenty-four (69%) of the Program's participants achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2013-2014 academic year. Twenty-eight (80%) maintained their eligibility. All 17 (100%) of the Program's M.A.T. participants maintained their eligibility.

- For academic year 2013-2014, seventy-nine percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	(12)
3.50 – 3.74	(9)
3.00 – 3.49	(20)

- For the 2013-2014 Academic Year, 14 students graduated; all 14 (100%) met certification requirements.

- The Program graduated 14 students. To date, 12 (86%) have gained employment in a South Carolina public school. All are teaching in a critical geographic school and/or in a 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 20 years.

- One hundred and thirty-nine (80%) of the Program's placed graduates have gained 5 to 20 years teaching experience, and the mean years of teaching for all graduates is 16.5 years.

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.

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.

OUTCOMES:

TABLE 1
ENROLLMENT FIGURES FALL 2010 - SPRING 2014

Year	Number
Enrollment 2010-2011	28
Enrollment 2011-2012	27
Enrollment 2012-2013	27
Enrollment 2013-2014	52
Mean	**34**

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 34 for fall 2010-spring 2014.

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
2010-2011	10	3 (30%)	9 (90%)	100 %
2011-2012	7	5 (71%)	6 (86%)	100%
2012-2013	12	2 (17%)	10 (83%)	100%
2013-2014	14	2 (14%)	12 (86%)	*12 (86%)

* Two (2) 2013-2014 graduates are not placed at the time of this report. However, we do anticipate placement in a South Carolina public school.

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of August 2014	183 (94%)
Number of Graduates in State-Declared Critical Need Subject Areas	63 (36%)
No. of Graduates Placed in Critical Geographic Schools	158 (86%)

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 administer a Forgivable Loan Program. This past academic year 52 students participated in the program.

- Twenty-four (69%) of the Program's participants achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2013-2014 Academic Year. Twenty-eight (80%) maintained their eligibility. All 17 (100%) of the Program's M.A.T. participants maintained their eligibility.

- For academic year 2013-2014, seventy-nine percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

  3.75 – 4.00 (12)
  3.50 – 3.74 (9)
  3.00 – 3.49 (20)

- For the 2013-2014 Academic Year, 14 students graduated; all 14 (100%) met certification requirements.

- The Program graduated 14 students. To date, 12 (86%) have gained employment in a South Carolina public school. All are teaching in a critical geographic school and/or in a 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 20 years.

- One hundred and thirty-nine (80%) of the Program's placed graduates have gained 5 to 20 years teaching experience, and the mean years of teaching for all graduates is 16.5 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=142

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%	5	5	150%
9	6	20%	5	6	200%
4	7	40%	6	7	250%
10	8	60%	8	8	300%
3	9	80%	-	-	-
6	10	100%	-	-	-
4	11	120%	-	-	-
6	12	140%	1	12	500%
6	13	160%	-	-	-
0	14	-	-	-	-
7	15	200%	-	-	-
12	16	220%	-	-	-
15	17	240%	-	-	-
17	18	260%	-	-	-
11	19	280%	-	-	-
3	20	300%	-	-	-
TOTAL 117	**-**		**TOTAL 25**	-	-

Of the 117 Bachelor's participants, 74.36% (87 out of 117 participants) years of teaching range from 10 years to 20 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 300%.

Of the M.A.T. participants, 100% (25 out of 25 participants) years of teaching range from 5 to 11. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 500%.

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?

January 1997

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

__X__ Yes

_____ No

If no, why not?

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?

Due to budget reductions the past five fiscal years, we reduced the following budget line items or eliminated the budget line items:

Personnel Services, Contractual Services, Equipment and Maintenance, Forgivable Loans, Marketing, and Travel. If funds are available in the collections account, those funds will be used to assist with our forgivable loan awards, and for additional sites to expand beyond the geographic areas we currently serve.

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?

This would place an extreme hardship on program participants, as institutional costs continue to rise. The present program allocation limits the project's recruitment capacity and the program's ability to adequately fund students for their matriculation in teacher education programs. Moreover, projections of no additional EIA revenue will further jeopardize the Program.

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.

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?

$339,482.00

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the 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	$339,482.00	$339,482.00
General Fund	-0-	-0-
Lottery	-0-	-0-
Fees	-0-	-0-
Other Sources	-0-	-0-
EIA Reduction	-0-	-0-
Carry Forward from Prior Year	-0-	-0-
TOTAL:	$339,482.00	$339,482.00

Expenditures	2013-14 Actual	2014-15 Estimated
Personnel Services	$146,388.57	$119,053.04
Contractual Services	740.00	3,000.00
Supplies & Materials	1,150.72	2,700.79
Fixed Charges	1,250.00	2,000.00
Travel	3,545.00	5,400.00
Equipment	-0-	-0-
Employer Contributions	31,344.71	25,289.17
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Transfers	-0-	-0-
Forgivable Loans	155,063.00	182,039.00
Balance Remaining	-0-	-0-
TOTAL:	**$339,482.00**	**$339,482.00**
# FTES:		

South Carolina
Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair
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Dr. Richard C. Sutton
Executive Director

October 1, 2014

The Honorable John Courson
Chairman
Senate Education Committee
South Carolina Senate
412 Gressette Building
Columbia, SC 29201

The Honorable Phil Owens
Chairman
House Education & Public Works Committee
South Carolina House of Representatives
429 Blatt Building
Columbia, SC 29201

Dear Chairman Courson and Chairman Owens:

Each year, the Commission on Higher Education is required to submit to you our recommendations relating to two of the state's teacher recruitment programs funded under the Education Improvement Act. The reports are due by October 1 under Proviso 1A.8 of the Appropriations Act. I am writing to inform you of the status of these reports.

The two teacher recruitment programs are the Center for Educator Recruitment, Retention and Advancement (CERRA) at Winthrop University and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at South Carolina State University (SCSU). At its regularly scheduled business meeting this week on October 2, the Commission will act on recommendations relating to CERRA. The program report and recommendations on the FY 2015-16 budget proposal will be submitted to you, as well as to the Department of Education and the Education Oversight Commission as required, following the Commission's action on Thursday.

With respect to our report on the SC-PRRMT program, we have found that additional time is needed. Last year, the Commission raised several concerns regarding SC-PRRMT with respect to its cost and effectiveness in meeting intended program goals as a statewide recruitment program for minority teachers. The Commission continued to work during the year with SCSU officials in monitoring the program and the plans that were put in place by SCSU as a result of the discussions to strengthen the program. After careful consideration that included consultation with the Education Oversight Committee with respect to budget submission deadlines, the full Commission will not act on SC-PRRMT recommendations considered yesterday (September 30) by the Commission's Committee on Access and Equity and Student Services until its meeting on November 6.

We certainly understand the importance of the reporting deadline to provide sufficient time for consideration of the Commission's recommendations in the budget process for FY 2015-16. Thank you for your understanding and patience as the recommendations are finalized. We will be pleased to discuss the matter with you further or respond to any questions you may have at this time.

Sincerely,

Richard C. Sutton

Richard C. Sutton
Executive Director

cc: Dr. Mick Zais, State Superintendent of Education
Ms. Melanie Barton, Executive Director, Education Oversight Committee

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	**SC Teacher Loan Program**
Current Fiscal Year:	**2014-15**
Current EIA Appropriation:	**$5,089,881**

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

	Anne Harvin Gavin
Mailing Address:	**SC Student Loan Corporation** **PO Box 102405** **Columbia, SC 29224**
Telephone Number:	**803-612-5075**
E-mail:	**tlp@scstudentloan.org**

Question 1: History of the program: 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

__ 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

__ 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:

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

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

Regulation(s):

SC Code of Regulations: Chapter 62, Article II

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

X_ Yes; *please see page Question 4 for further explanation*

__ 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 objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program. These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. The SC Teachers Loan currently offers a forgiveness rate of 20% or $3,000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and critical geographic area simultaneously increases the rate of forgiveness to 33⅓ % or $5,000, whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus interest accrued. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%. The loan amounts are as follows: (1) Freshmen and sophomores may borrow up to $2,500 per year; and (2) all other students may borrow up to $5,000 per year, up to a cumulative maximum of $20,000.

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?

With the last academic year, a "governance board" comprised of representatives from the EOC, South Carolina's public institutions, South Carolina's private institutions, CERRA, and SC Student Loan was created with the charge to review programmatic activities as well as the daily administration of the program should guidance or policy decisions be requested or needed.

As part of the responsibility to market the program, SC Student Loan Corporation produces the SC Teachers Loan Program Application and Promissory Note each year. The Application and Promissory Note provides instructions, key dates, eligibility criteria, and loan amount and forgiveness information and is distributed to each institution and made available on our website. Notifications to reapply are also mailed to previous program borrowers. In addition, prospective applicants can learn more about the program via college financial aid offices, SC Department of Education, and the SC Commission on Higher Education.

Any noted changes or updates for the SC Teachers Loan Program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education, and the SC Department of Education. For the 2013-14 academic year, we received 1,445 SC Teachers Loan applications. Of the 1,445 applications received, 1,110 were approved and funded. It should be noted that, in many cases, students applied for both the SC Teachers Loan and the Career Changers Loan.

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.

For the 2013-14 academic year, SC Student Loan Corporation approved 1,110 SC Teachers Loans of the 1,445 applications received.

The breakdown of 2013-14 SC Teachers Loans awarded by grade level was as follows: 191 Freshmen; 138 Sophomores; 279 Juniors; 341 Seniors; 17 Fifth Year Undergraduates; 111 First Year Graduates; 31 Second Year Graduates; 2 Third Year Graduates; and 0 Fourth Year Graduates.

The breakdown of 2013-14 SC Teachers Loans awarded by critical area was as follows: 1 Agriculture; 131 All Middle School Level Areas; 2 Art; 58 English; 5 French; 1 German; 5 Health; 1 Home Economics; 94 Math; 34 Media Specialist; 2 Music/Choir; 4 Business Education; 25 Science; 5 Spanish; 156 Special Education; 22 Speech Language Therapy; 6 Theater/Speech & Drama; and 558 based on Critical Geographic Area only.

The breakdown of 2013-14 SC Teachers Loans awarded by ethnicity was as follows: 149 African American; 1 American Indian; 2 Asian; 918 Caucasian; 8 Hispanic; and 32 Not Answered.

The breakdown of 2013-14 SC Teachers Loans awarded by gender was as follows: 175 Male; 912 Female; and 23 Not Answered.

The breakdown of 2013-14 SC Teachers Loans awarded by colleges and universities is as follows: 65 Anderson University; 20 Charleston Southern University; 93 Clemson University; 33 Coastal Carolina University; 39 Coker College; 115 College of Charleston; 23 Columbia College; 1 Columbia International University; 34 Converse College; 4 Erskine College; 54 Francis Marion University; 14 Furman University; 49 Lander University; 5 Limestone College; 24 Newberry College; 27 North Greenville University; 15 Presbyterian College; 14 SC State University; 11 Southern Wesleyan University; 19 The Citadel; 29 USC-Aiken; 1 USC-Beaufort; 212 USC-Columbia; 1 USC-Lancaster; 52 USC-Upstate; 130 Winthrop University; 2 Wofford College; and 24 Out-of-State Institutions.

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.

Since the program's inception, 13,048 borrowers have repaid their loans in full. Of these, 7,177 borrowers paid off their loans through regular monthly payments, loan consolidations, or through partial cancellation (i.e. taught less than 5 years). In addition, the loans for 41 borrowers were repaid through the filing of a death claim, 5 through a bankruptcy filing, and 68 through a total and permanent disability determination. The remaining five thousand seven hundred fifty-seven (5,757) borrowers had their loans cancelled/forgiven 100% by fulfilling their teaching requirement.

As of June 30, 2014, 17,424 borrowers were in a repayment or cancellation status. Of these, 2,563 borrowers have never been eligible for cancellation and are repaying their loans. Four hundred two (402) previously taught but are not currently teaching, and 1,325 are presently teaching and receiving loan cancellation. Please see below for breakdown by critical area for these 1,295 borrowers.

The following reflects the aforementioned 1,325 borrowers currently receiving partial loan cancellation/forgiveness broken down by those borrowers teaching in a Critical Subject Area only as well as those borrowers teaching in both a Critical Subject Area and a Critical Geographic Area: 7 Art; 12 Art and Geographic Area; 7 Business Education; 3 Business Education and Geographic Area; 64 Early Childhood; 140 Early Childhood and Geographic Area; 1 Elementary Education; 1 Elementary Education and Geographic Area; 53 English; 32 English and Geographic Area; 4 French; 1 French and Geographic Area; 1 Guidance; 2 Guidance and Geographic Area; 1 Health and Geographic Area; 1 Home Economics and Geographic Area; 1 Industrial Technology; 23 Library Science; 24 Library Science and Geographic Area; 74 Math; 40 Math and Geographic Area; 14 Music; 24 Music and Geographic Area; 34 Science; 18 Science and Geographic Area; 11 Spanish; 2 Spanish and Geographic Area; 95 Special Education; 85 Special Education and Geographic Area; 7 Speech Language Therapy; 5 Speech Language Therapy and Geographic Area; 5 Theater/Speech & Drama; 4 Theater/Speech & Drama and Geographic Area; 2 Dance; 3 Dance and Geographic Area; 68 All Middle School Level Areas; 91 All Middle School Level Areas and Geographic Area; 13 Physical Education; 11 Physical Education and Geographic Area; and 245 taught in a Geographic Area only.

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?

July 2014 - 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.

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

__X__ Yes

_____ No

If no, why not?

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?

The nature of the SC Teachers Loan Program is such that roughly half of the total appropriations are 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% or a 10% budget cut was received before December 1, 2014, the second semester disbursements 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 upon them.

If notification of a budget cut was received after December 1, 2014, 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.

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?

If appropriations remained level with the 2014-15 fiscal year, SC Student Loan Corporation would administer the SC Teachers Loan Program within the appropriated amount, with a first-come, first-approved basis for awarding the loan funds until the appropriated funds were exhausted.

Any recommended changes in the objectives, activities, and priorities of the program would be put before the Teacher Loan Advisory Committee as the newly-formed governance body for the SC Teachers Loan Program for a final decision.

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	5,089,881	5,089,881
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
EIA Reduction	0	0
Carry Forward from Prior Year	0	0
TOTAL:	**$5,089,881**	**5,089,881**

Expenditures	2013-14 Actual	2014-15 Estimated
Personnel Service	252,226	233,950
Contractual Services	27,650	28,755
Supplies & Materials	28,335	32,640
Fixed Charges	16,260	17,000
Travel	0	0
Equipment	5,500	4,800
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	4,517,984	4,772,736
Other: Transfers	0	0
Other: Lapsed Funds Returned to State	241,926	0
Balance Remaining		
TOTAL:	**5,089,881**	**5,089,881**
# FTES:	**0**	**0**

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: **ScienceSouth, Inc.**

Current Fiscal Year: **2014-15**

Current EIA Appropriation: **$500,000.00**

Name of Person Completing Survey and to whom EOC members may request additional information: Stephen M. Welch

Mailing Address: 1511 Freedom Boulevard, Florence, SC 29505

Telephone Number: 843-679-5353 Ext. 307 Cell phone (843-319-9019)

E-mail: Stephen@sciencesouth.org

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:

Code of Laws:

H. 4701

2014-2015 General Appropriation Act

Section XII. Education Improvement Act, F. Partnerships

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

Proviso 1A.39. of the General Appropriations Act

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.)

ScienceSouth's mission statement is to advance scientific understanding and increase the competitiveness of future generations in all areas of science.

Annual Goal

To improve science content knowledge, science inquiry skills, and use of science technology for grades K-12 for standards and indicators addressed by the South Carolina Department of Education. This will be reflected by improvement in PASS and EOC scores for students who have participated in ScienceSouth's programs. This will be accomplished by offering programs to schools through ScienceSouth's "Science on Wheels", and onsite programs such as field trips, and after school programs. ScienceSouth will provide a grand total of $40,000.00 in matching funds of ScienceSouth programming for school districts, which purchase programming in the 2014-2015 school year.

Increase number of science and engineering based after-school programs in outreach to schools in South Carolina, focusing on the Pee Dee region.

Increase number of science and engineering based summer programs in outreach to the various youth organizations in the Pee Dee Region (Boys and Girls Clubs, Boy and Girl Scouts, etc.).

Increase number of general public (adults and students K-12) outreach participants of informal science education in astronomy and engineering in conjunction with Francis Marion University through the NASA Saturday in the Pee Programs funded by the ongoing grant award NNX14AD05G from NASA.

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?

Program Activities to Reach Objectives:

ScienceSouth's Science on Wheels and Mobile Lab Programs

ScienceSouth's Teachers' Camp Programs

ScienceSouth's On Site Pavilion Programs:

School Field Trips

Home School Program

ScienceSaturday Programs

Mommy and Me Programs

Student Summer Camps

Girl and Boy Scout Programs

ScienceSouth Public Events and Sidewalk Astronomer

ScienceSouth is modifying its Science on Wheels programs offered to include more standards based programming available to the elementary, middle, and high school levels. The new programs include:

High School Scientific Inquiry for 1st and 2nd grades

Elementary School Chemistry – Polymer Science 3rd-5th grades

Chemistry Show 3rd-12th grade

ScienceSouth is developing new activities for after school programs based on the following themes aeronautics/space, biology, chemistry, forces and motion for the 2014-2015 school year.

NASA Saturday in the Pee Dee is a federally sponsored program and in a cooperative agreement with Francis Marion University. This program was implemented in February 2014 and is three-

year grant cycle. This grant provides 10 on site “hands-on” programs at ScienceSouth and Francis Marion University on Saturdays at no cost to the public. The day is split into two, two-hour sessions for grades K-4 and grades 5-10. All activities are STE M based and are tied directly to NASA’s current on going missions. ScienceSouth and Francis Marion University will also hold public viewing events on site as well as at offsite locations in later years of the grant cycle. As a part of this grant books are purchased and placed in the Florence Public Library systems at their main building as well as satellite locations. These books are related to NASA Saturday in the Pee Dee programs and are being offered for further information for individuals who wish to learn more about space science and engineering.

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.

During the 2013-2014 fiscal year, ScienceSouth saw a total of 9,094 individuals through programs and events attended.

Festival Events/ Public Out Reach: 4,436

Mommy and Me Program: 259

Home school Program: 366

Boy and Girl Scouts Programs: 22

ScienceSaturday Programs: 113

STEM Programs: 54

Student Summer Camps: 249

Science on Wheels: 1,850

Teacher Professional Development: 84

School Field Trips to Pavilion: 1,172

ScienceSouth Birthday Parties 259

NASA Saturday in the Pee Dee Programs 230

Total: 9,094

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.

Data Analysis and Results:

ScienceSouth was involved with programming in 8 different school districts, during the 2013-2104 school year. The districts were: Florence School District One, Florence School District Five, Darlington School District One, Orangeburg School District Three, Marion School District Ten, Dillon School District Four, Clarendon School District Two, and Lexington School District One.

From data collected from PASS Scores for 2014 and 2013 for these districts and there schools, it was determined 63% of districts showed improvement in their schools on at least one standard in science addressed by ScienceSouth programming at a particular grade level. The category measured was Category D : Percentage of students whose test performance shows strengths in the domains/standards addressed.

Florence School District 01

Moore Intermediate School was involved in ScienceSouth's Pop-Rocket program addressing forces, motion, and energy. Students showed an 8.5% increase in scores in Category D for Conservation of Energy. This is 3.7% higher than the district average and 6.6% above the state average.

Marion County School District 10

ScienceSouth held a summer camp for rising 6th grade students and middle school teachers in Marion 10 in 2013 funded by a grant received from the Marion County Health Foundation. The student camp had activities which addressed standards covered in the 6th grade. The students showed gains in category D two areas addressed Plants science of 6.2% and Animals science 3.9%. However they showed a decline in scores for scientific inquiry, earth's atmosphere and weather, and conservation of energy. The Average State PASS scores indicated a decline in scores for two of these standards (Earth's atmosphere & weather 9.7% and Conservation of Energy 1.2%)

The teacher camp had attendees from all grade levels although it focused primarily the needs of teachers and standards addressed at the middle school level as stated in the grant proposal. There were two teachers who attended from the 7th grade level. Based on data collected from 7th grade PASS scores category D. There was an increase of 3.4% in Scientific Inquiry, 6.2% increase in Cells & Heredity, 16% increase in Human Body Systems & Disease, 10.6% increase in Ecology: Biotic & Abiotic Environment. There was a 6.7% decrease in the standard of Chemical Nature of Matter. The Average State PASS scores indicated a decline in scores of 2.4% for this standard.

Darlington County School District 01

ScienceSouth provided programming services to Thornwell Elementary School at the 3rd grade level relating to the standards Habitats & Adaptations and Heat & Changes in Matter. PASS scores indicated a 9.6% increase in category D for Habitats & Adaptation standard. The Heat & Changes in Matter showed a decline of 13.2%. The Average State PASS scores indicated a decline in scores of 11.2% for this standard.

Orangeburg School District 03

ScienceSouth held a summer camp for rising 6th grade students at the Holly Hill and St. James Gilliard schools in 2013 as part of a National Science Foundation grant. From PASS 2014 score data collected. Students showed an increase in category D for the following standards addressed: Scientific Inquiry 2.5%, Plants: Structure, Processes & Responses 7%, Animals: Structure, Processes & Responses 11.7%, and Conservation of Energy 8.7%. There was a decline of 1.3% for the standard Earth's Atmosphere and Weather. The Average State PASS scores indicated a decline in scores of 9.7% for this standard.

Dillon School District 04

ScienceSouth presented programming at East Elementary School addressing the 3rd grade standard Habitats & Adaptations. PASS scores indicate for category D an increase of 17.3%, which is 4.9% above the district average and 1.7% above the state average for this standard.

Clarendon School District 02

ScienceSouth presented programming at Manning Primary addressing the 3rd grade standard Heat & Changes in Matter. PASS scores indicate for category D a decrease of 10.3%. The Average State PASS scores indicated a decline in scores of 11.2% for this standard.

Florence School District 05

ScienceSouth presented programming at Johnsonville Elementary addressing the 4th grade standard Properties of Light and Electricity. Pass scores for category D indicate a decline of 5.0%. Average State PASS scores indicated a decline in scores of 9.4% for this standard.

Lexington School District 01

ScienceSouth presented programming at New Providence Elementary addressing the 4th grade standards of Astronomy and Properties of Light and Electricity. Pass scores for category D indicate a decline of 17.8% for astronomy. Average State PASS scores indicated a decline in scores of 5.3% for this standard. Pass scores for category D indicate a decline of 2.5% for Properties of Light and Electricity. Although there were declines in these standards, the PASS scores are still above state average for category D.

Reduction in the number of participants in Science on Wheels program is due to the fact ScienceSouth offered matching funds for free programs for the 2014 school year instead of free programming to the districts as in 2013. This year ScienceSouth notified school districts by a letter indicating for all school programming purchased by the district ScienceSouth would match the amount in free programming. Therefore many school districts did not take advantage of programming offered this year if they were having to pay for programming in order to receive free programming matched by ScienceSouth.

As mentioned earlier data collected indicates 63% of the districts visited, who selected ScienceSouth programming, showed an improvement for at least one specific standard for category D of the PASS Test from the year 2013 to the year 2014. However it was observed that there were a substantial number of declining scores for programming related to other standards. These declines often reflected or correlated with observed declines of the State PASS score average for these same standards from the year 2013 to the year 2014.

Test scores may have been affected by the fact not all students who participated in programming took the PASS test in science at their grade level. Test questions in the particular standard/domain may not have addressed the specific topics covered in ScienceSouth program presentations.

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?

ScienceSouth incorporated an intensive evaluation component in 2007-2008 that focused both on the programs delivered at schools during the academic year and at the summer camp sessions for teachers and children. One of the aims of the assessment effort was to provide support for funding applications that required evidence of program effectiveness and systematic efforts aimed at making continuous improvements that were supported by data.

One component of the school-oriented programs involved videotaping team members delivering sessions they presented on a regular basis. The intent of this effort was to: (1) provide ScienceSouth staff with opportunities to self-critique their delivery by enabling them to see themselves as others see them; (2) provide a common frame of reference for discussing potential improvements in program delivery; and (3) assemble a library that could be used to train new staff members on making effective presentations and managing sessions. A second component of the assessment of school-oriented programs was to provide data to support the effectiveness of "hands-on" sessions in exploring topics in science.

The systematic assessment efforts continued for the summer camp sessions delivered both to teachers and to children at various venues in the Pee Dee region. One focus was on evaluating the effectiveness of week-long teacher-training workshops, such as one offered at the Lynches River Park facility, aimed at assisting teachers to incorporate hands-on exploratory components into their instruction. In addition to direct observation of participants' engagement during the sessions, the teachers provided their feedback by completing questionnaires after each session. The information generated was to be used to make improvements in subsequent programs.

Questionnaires were also used to elicit students' assessments of the activities in which they participated. The information was systematically gathered and analyzed to provide a basis for adapting and improving subsequent sessions.

A recommendation was made create and send electronic versions of pre and post visit activities to schools for teachers prior to the visit for programs.

Currently an external evaluation is being conducted of our program as it relates to activities with the NASA grant and results will be provided by January 2015. This will be available to the EOC for review.

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

__X__Yes

____ No

If no, why not?

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?

In order to offset a 5% reduction in funding, ScienceSouth would not order any new equipment and reduce the amount of matching funds allotted to the school districts for programming purchased by 50%.

In order to offset ad 10% reduction in funding, ScienceSouth would not order any new equipment and reduce the amount of matching funds allotted to the school districts for programming purchased by 75%.

ScienceSouth is actively pursuing grants to provide such education opportunities to children in the South Carolina. However, many grants target students of specific socioeconomic status and ethnicities, therefore ScienceSouth would have less flexibility of how funding could be used.

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?

If no funds were appropriated for the 2015-2016 fiscal year, our outreach to students through Science on Wheels would be practically eliminated due to the majority of school districts interested in the programs we offer have budgetary issues not allowing them to purchase the amount of programs to suit their needs. Therefore our objective of offering "hands on" science programming to children in our public school system to help improve PASS and EOC scores at matching rates for programming purchased would not be feasible. ScienceSouth would also have fewer opportunities available to provide Teacher camps and in-service training to improve the quality of teacher instruction in the classroom.

There would be less availability of programs and it would require a shift in our priorities from outreach programming to onsite programs and activities at the ScienceSouth pavilion. This would greatly reduce the number of students we interact with and the effectiveness of our programs.

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	$500,000.00	$500,000.00
General Fund	0	0
Lottery	0	0
Fees	$50,415.00	$43,950.00
Other Sources	$23,709.00	$555,301.00
EIA Reduction		
Carry Forward from Prior Year	$399,602.00	$452,253.00
TOTAL:	**$973,726.00**	**$1,551,504.00**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	$403,937.00	$339,609.00
Contractual Services	$27,159.00	$51,065.00
Supplies & Materials	$24,153.00	$62,243.00
Fixed Charges	$27,379.00	$28,230.00
Travel	$14,158.00	$14,650.00
Equipment	0	$11,050.00
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	Matching Funds in Programming $10,000.00	Matching Funds in Programming $40,000.00
Other: Transfers		
Miscellaneous	$14,687.00	$19,950.00
NASA Sub-award to Francis Marion University	0	$383,292.00
Balance Remaining	$452,253.00	$601,415.00
TOTAL:	**$973,726.00**	**$1,551,504.00**
# FTES:	**6**	**6**

Evaluation Report

Inquiring Minds:

Reading to Learn and Innovate in Mathematics and Science

(IQ-MS) Year 2

Funded by a grant from Boeing South Carolina
with matching support from BMW Manufacturing Co.
and the state of South Carolina

BSCS Evaluation Report (ER 2014-04)

October, 2014

Submitted by
Jane Larson
Molly Stuhlsatz

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Executive Summary

This report documents the BSCS evaluation of Year 2 of Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science, 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 aims 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 separate school districts of three South Carolina regions are included in the study. Professional development is delivered in two ways. First, a summer institute is convened each year, and all treatment school math and science teachers and administrators are expected to attend. Next, S^2TEM Center staff IQ-MS Specialists support treatment schools two days a week as instructional coaches.

Two main questions drive the research and evaluation of IQ-MS, and a variety of measures have been employed to assess the impact of IQ-MS on teacher attitudes, understanding and practice and on student achievement. The general conclusion for the first two years of the study is that the program is creating 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 ten 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. This indicates that participation in the IQ-MS program led to teachers using more reform-based practices, i.e., DL strategies, in their teaching than the control teachers.

Next, analysis of survey results from the 2012, 2013 and 2014 Summer Institutes for treatment school teachers revealed significant positive growth in all areas of attitude and understanding including those for:

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

In addition, significant growth ($p<.001$) was shown in the frequency of implementation of DL strategies between 2012 and 2014.

Finally, on-site interviews of teachers at each of three randomly selected treatment schools identified teachers at various stages of use of the innovation through the Levels of Use (LoU) branching interview protocol. In this second year of implementation, eight of the eleven interviewed teachers were rated on levels IVB (Refinement), V (Integration) or VI (Renewal), the top three levels of the protocol.

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 2013-2014 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.

Recommendations for continued effective growth in the final year of IQ- MS include:

- Continued efforts to negate effects of the 'implementation dip' by building educators' knowledge, strengths and confidence in classroom use of DL strategies
- Specialists' increased attention to implementation of DL strategies in mathematics classrooms where traditional, teacher-directed methods appear deeply entrenched.
- Continued emphasis on collaboration with efforts to form DL-focused communities of practice within and beyond school contexts
- Promoting IQ-MS program sustainability by encouraging teachers' developing leadership skills through mentoring colleagues; sharing DL information at professional meetings, institutes and conferences; contributing to the IQ-MS virtual library.

At this juncture, after two years of the three-year project, IQ-MS is rated as highly effective in that it is impacting teacher practice above and beyond the findings of the 2013 Year1 report. Through triangulation of data from varied data sources, IQ-MS has shown that it is exerting a positive influence on middle school science and mathematics teaching and learning. The strong leadership and robust research foundation and design, supported by the dedicated, well-prepared staff are predictors of continued success in developing reform-based mathematics and science education. Research and evaluation efforts are now being expanded to study of the sustainable STEM networks that constitute the final element of the IQ-MS Theory of Change.

Introduction and Background

South Carolina's Coalition for Mathematics and Science (SCCMS) at Clemson University in partnership with S^2TEM Centers SC has completed year two of 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 is delivered in two ways. First, a summer institute is convened each year for all treatment school math and science teachers and administrators. Next, IQ-MS Specialists work on-site as instructional coaches in the schools at least 2 days per week. Some of the schools also have instructional coaches hired by the school or district. Each IQMS specialist is assigned to one research site, except for one specialist who is assigned to two research sites (nine specialists total). While on-site, specialists facilitate professional learning community (PLC) meetings around disciplinary literacy, model disciplinary literacy strategies in the classroom, co-teach lessons, and provide feedback and additional resources for incorporation of disciplinary literacy strategies into classrooms.

Comparison schools are provided with three days of professional development of their choosing on any topic non-disciplinary literacy related. Professional development may take the form of on-site coaching, or traditional workshop sessions.

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 is expected that the impacts on teacher practice and teacher attitudes will effect changes in instructional practice that in turn will positively influence student achievement in mathematics and science.

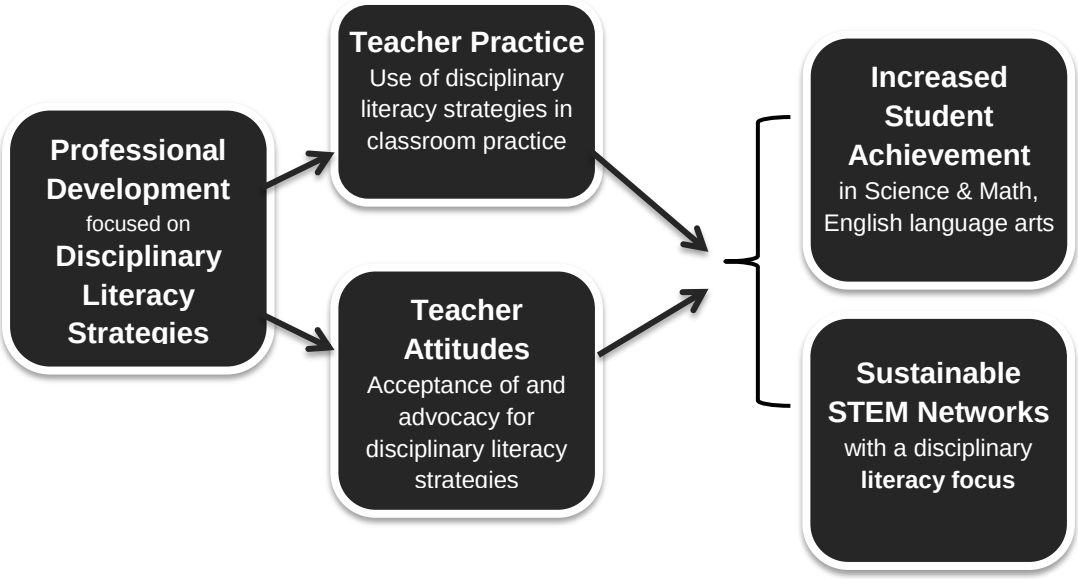

Figure 1. IQ-MS Theory of Change

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 employs suggested measures of teacher practice, teacher attitudes, and South Carolina Palmetto Assessment of State Standards (PASS) student achievement to address the research questions.

This Year 2 report presents continuing comparative data and analysis focused on projected mid-range outputs outlined in the IQ-MS Logic Model directed to improve student achievement in mathematics and science:

- Teachers, principals, & district administrators gain knowledge & understanding of how to teach using disciplinary literacy strategies
- Teachers effectively use DL strategies to accelerate student learning
- Robust virtual library of DL resources for teachers, principals, & district administrators
- Teachers effectively embed DL strategies in mathematics and science lessons
- Teachers effectively use data to inform instructional practice
- Stakeholders develop a shared understanding of the effective use of DL strategies
- Principals & district administrators effectively support teachers as they implement DL strategies

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) supplemented by additional items developed by the SCCMS team to focus on DL practices in comparison of instruction in both treatment and control schools.

In Year 2, observation of teacher practice via video-recorded lessons was accomplished by twice recording randomly selected teachers from the ten treatment schools and ten comparison schools between fall 2013 and spring 2014. The videotaped lessons from each group were observed and scored on 25 items in 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 group scores between Year 1 (spring 2013) and fall 2013, and again between spring 2013 and Year 2 (spring 2014) observations.

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."

> **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 attending the first summer institute in June 2012 and then again to institute participants in June 2013 and June 2014. As it is administered in subsequent years, this survey will serve as a record of teachers' changing attitudes toward DL through the course of the project.

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."

> **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 and again in February 2014. The instrument classifies scores in one of 8 levels of use, from 0 - Nonuse through IVA - Routine to VI – Renewal. The category describes the interviewee's perception of his/her use of the innovation at the time of the interview.

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."

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 BSCS randomly selected teachers from the list of treatment and comparison schools to participate in the teacher practice outcomes study. Three teachers were selected from each school and the list was provided to the IQMS staff. In the spring of 2013 and then again in the spring of 2014, each teacher was video recorded for one math or science class period. The IQMS staff then created codes for the teacher names that linked the teacher to their treatment group but did not share the codes with BSCS. This technique allowed an unbiased viewing of the video recordings. Upon receipt of the video data, one BSCS evaluator viewed and scored each video. The Reform Teaching Observational Protocol (RTOP) was applied to each video case creating sub and total scores for the teachers. IQMS staff also created five additional items to assess teacher use of strategies key to Disciplinary Literacy (DL).
During the spring of 2014, IQ-MS collected the next set of teacher videos and the same BSCS evaluator who scored the 2013 video set scored the 2014 video recordings. A second evaluator next linked the scored data file with treatment group identifiers, matched the 2014 file with the 2013 file, and conducted the analysis.

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.

In Table 1 below, results are shown for comparison and treatment groups in each of the 5 subscales and the IQ-MS supplemental set. The scores show the differences between the treatment and comparison groups at the 2013 and 2014 time points.

Table 1. Year 1 RTOP+ score comparisons Years 1 and 2

	Comparison 2013			Treatment 2013			Comparison 2014			Treatment 2014		
Subscale	Mean	n	Std. Dev.	Mean	n	Std. Dev.	Mean	n	Std. Dev.	Mean	n	Std. Dev.
Lesson Design and Implementation	4.52	25	3.85	6.40	32	4.05	5.63	19	3.40	6.68	25	3.42
Content-Propositional Knowledge	7.16	25	4.24	10.09	32	4.59	9.63	19	3.59	10.00	25	3.85
Content - Procedural Knowledge	4.12	25	3.73	5.41	32	4.79	5.63	19	3.55	6.84	25	3.56
Classroom Culture - Communicative Interactions	5.12	25	3.80	7.13	32	4.62	6.63	19	2.31	7.96	25	3.25
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
IQMS - Disciplinary Literacy Strategies	3.52	25	3.51	6.00	32	6.05	1.58	19	1.87	6.56	25	6.69

The IQ-MS leadership developed five items for inclusion in the observation protocol. Identified in Table 2 as IQMS 1-5, they rate 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 in 2013 and 2014 and indicates that productive dialogue is the strongest of the DL strategies currently employed by both treatment and control teachers.

Table 2: Year 1 Comparison of classroom observation scores on DL strategies Years 1 and 2

	Comparison 2013			Treatment 2013			Comparison 2014			Treatment 2014		
IQ-MS Item	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	0.82	1.10	32	1.40	.00	19	.000	1.24	25	1.67
IQ-MS2 – Disciplinary literacy strategies are implemented with fidelity and intentionality. Strategies may be adapted to support learning of the content.	0.48	25	0.82	1.09	32	1.57	.00	19	.000	1.44	25	1.73
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
IQ-MS4 – Students are writing with meaning to learn mathematics or science content.	0.56	25	0.92	0.94	32	1.29	.37	19	.68	1.28	25	1.51
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

Using the 2014 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.

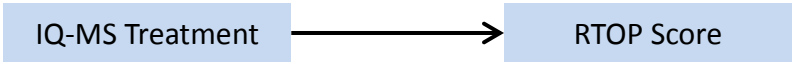

Figure 2. IQ-MS Treatment Model

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 2014 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.

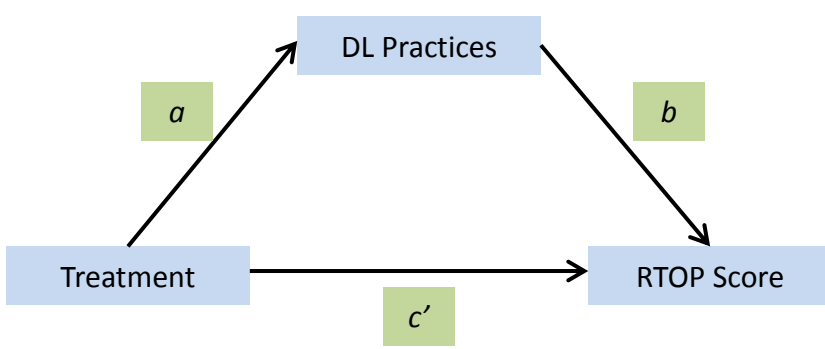

Figure 3. Mediation model

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 2014 data set, treatment is a significant predictor of DL Practices(γ_{01}= 5.09, SE = 2.29, p = 0.042).

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'* ($\gamma_{01'}$) = -2.61, SE = 3.74, p =.50 and *b* (β_{1j}) = 1.64, SE = .33, p < .001. The presence of a significant effect on the DL Practices mediator, a significant association between DL Practice and RTOP score and a small remaining, non-significant direct treatment effect (*c'*) indicates a partial mediation effect.

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: $(\gamma_{01})(\beta_{01})$ = (5.09)(1.64) = 8.35. The 95% confidence interval for the indirect effect was computed using the RMediation program (Homer, 2011), yielding [0.93↔17.35] indicating a significant finding.

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 (8.35/8.59), or 97% of the total effect of the intervention. **This finding indicates that the IQ-MS project is impacting teacher practice above and beyond the findings of the 2013 report.**

While the direct effect that we found to be significant in 2013 is no longer significant, we did find a larger effect size (g in 2013 = .56 and g in 2014 = .60), indicating that the effect is increasing, but perhaps a smaller number of teachers, as well as smaller standard deviations represented in the 2014 data set, impacted the significance.

Finally, the mediation model strengthened, indicating that the IQ-MS project is impacting teacher practice to a greater degree than we observed in the 2013 data. Based on the goals of the project, we feel that there is evidence in these data that the IQ-MS project is approaching the goals identified at the beginning of the project.

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. 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 is providing longitudinal data on teachers' maturing attitudes about DL strategies as productive instructional techniques to increase student achievement in mathematics and science.

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

Disciplinary Literacy and STEM	Summer 1 2012 Baseline Mean	Summer 2 2013 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**
I believe STEM instruction can be enriched with disciplinary literacy strategies.	3.98	4.43	t(41)=3.968, p=.000**
I feel comfortable enhancing my STEM instruction with disciplinary literacy.	3.55	4.20	t(39)=4.005, p=.000**
I understand the basics of disciplinary literacy strategies.	3.64	4.41	t(41)=6.246, 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
I feel confident that I can implement disciplinary literacy strategies in my classroom.	4.12	4.41	t(41)=2.077, p=.044

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

In 2013, 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 center on understanding of, and confidence with, disciplinary literacy strategies. As teachers became more familiar with DL strategies through contact with the IQ-MS Specialists during this first year of the program, they reported increased comfort with the concepts of STEM and disciplinary literacy. The final statement concerning confidence in DL implementation displays a less significant finding,

revealing less growth in confidence than in understanding, most likely a result of the effort required to learn, test, and use the variety of techniques in the classroom.

Comparison of the 2012 baseline results with those in Year 2 through 2014 reveals strong positive growth in attitudes toward disciplinary literacy with larger gains in means from 2012 to 2014 even with a smaller 'n' due to fewer matched pairs. The modest, statistically insignificant growth in response to the final statement regarding confidence in implementation can be attributed to an "implementation dip" – the phenomenon in which practitioners are more aware of the realities of a challenging program with a resultant drop in confidence in their ability to implement the program successfully into their classrooms. It is predicted that this item will reflect a more significant increase from baseline, and over-and-above 2014 as a result of continued support and practice in the coming year.

Table 4: Disciplinary Literacy and STEM Attitude Comparisons Years 1 and 3

Disciplinary Literacy and STEM	Summer 1 2012 Baseline Mean	Summer 3 2014 Mean	t-test (degrees of freedom), p value
I understand the basics of STEM (Science, Technology, Engineering, Mathematics) instruction.	3.42	4.39	t(35)=5.68, p=.000**
I believe STEM instruction can be enriched with disciplinary literacy strategies.	3.97	4.55	t(35)=4.55, p=.000**
I feel comfortable enhancing my STEM instruction with disciplinary literacy.	3.61	4.39	t(35)=5.02, p=.000**
I understand the basics of disciplinary literacy strategies.	3.64	4.47	t(35)=6.17, p=.000**
I believe disciplinary literacy can enhance students' learning of science and/or math concepts	4.11	4.56	t(35)=3.63, p=.001*
I feel confident that I can implement disciplinary literacy strategies in my classroom.	4.08	4.39	t(35)=1.8, p=.070

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

Comparisons of respondents' 2012-2013 and 2012-2014 mean scores for the separate elements of disciplinary literacy are found in Tables 5 through Table 14 below.

Table 5. Comparison of responses on DL elements and strategies between Years 1 and 2

Disciplinary Literacy Elements and Strategies	Summer 1 2012 Baseline Mean	Summer 2 2013 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**
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*
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
Disciplinary literacy strategies can be tailored to enrich any science and/or mathematics lessons.	3.85	4.24	t(40)=2.804, p=.008*
Many students do not need disciplinary literacy strategies to learn science and/or mathematics.	2.59	2.54	t(40)=.264, p=.793
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**

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

Table 5 investigates teachers' understanding of and beliefs about DL strategies. All but two items show significant changes from the first summer institute through Year 1 to the summer of 2013. Means for the third statement border on significance at the p<.01 level, revealing lingering doubts of competency in integrating DL into classrooms. Finally, of note is the response to the statement "Many students do not need disciplinary literacy strategies to learn science and/or mathematics." The relatively low mean and the absence of change indicate that teachers continue to disagree with the 'reverse' statement, thus attesting to support of the effectiveness of DL strategies in mathematics and science education. Table 6 below compares the baseline scores with those in 2014 after two years of DL implementation. Even stronger significant results are reported. Of note is the change to a highly significant response for the third statement on personal competence for integration of DL strategies into classroom instruction in 2014.

Table 6: Comparison of responses on DL elements and strategies between Years 1 and 3

Disciplinary Literacy Elements and Strategies	Summer 1 2012 Baseline Mean	Summer 3 2014 Mean	t-test (degrees of freedom), p value
Disciplinary literacy in science and mathematics includes three components: purposeful reading, meaningful writing, and productive dialogue	4.08	4.61	t(35)=4.09, p=.000**
I think that instruction in purposeful reading, meaningful writing and productive dialogue facilitates learning of science and/or mathematics.	4.17	4.56	t(35)=3.39, p=.002*
I feel competent in integrating purposeful reading, meaningful writing, and productive dialogue strategies into my science and/or mathematics lessons.	3.92	4.50	t(35)=3.86, p=.000**
Disciplinary literacy strategies can be tailored to enrich any science and/or mathematics lessons.	3.85	4.33	t(35)=2.41, p=.021
Many students do not need disciplinary literacy strategies to learn science and/or mathematics.	2.42	2.19	t(35)=1.09, p=.282
I feel competent implementing appropriate disciplinary literacy strategies to meet the needs of my students.	3.64	4.36	t(35)=5.11, p=.000**

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

Table 7. Comparison of responses to purposeful reading between Years 1 and 2

Purposeful Reading	Summer 1 2012 Baseline Mean	Summer 2 2013 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**
There is no difference in strategies for teaching purposeful reading in different subjects.	2.57	2.59	t(41)=.133, p=.895
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**

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

Again, in Table 8 significant positive change is seen in attitudes about the effectiveness and personal command of purposeful reading techniques. The second statement, a reverse response, reveals almost no change at the disagree-uncertain level, interpreted as teachers' belief that purposeful reading strategies should vary for different subjects. As with previous survey items, we see bigger gains in means between 2012 and 2014, including an increase in significance on the final statement on command strategies for purposeful reading instruction.

Table 8. Comparison of responses to purposeful reading between Years 1 and 3

Purposeful Reading	Summer 1 2012 Baseline Mean	Summer 3 2014 Mean	t-test (degrees of freedom), p value
There are many techniques to effectively teach purposeful reading of STEM materials.	3.69	4.44	t(35)=6.15, p=.000**
There is no difference in strategies for teaching purposeful reading in different subjects.	2.58	2.50	t(35)=.386, p=.702
I feel I have a command of a variety of instructional strategies for teaching purposeful reading.	3.38	4.29	t(33)=7.06, p=.000**

**significant at p<0.001

Table 9. Comparison of responses to meaningful writing between Years 1 and 2.

Meaningful Writing	Summer 1 2012 Baseline Mean	Summer 2 2013 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**
Writing techniques vary with the subject area and topic being expressed.	3.55	3.95	t(39)=3.122, p=.003*
I am competent in designing and/or teaching lessons that incorporate meaningful writing in STEM topics.	3.29	3.9	t(41)=5.047, p=.000**

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

Responses to all three statements on meaningful writing (Table 9) show significant changes between 2012 and 2013. Teachers appear to have gained knowledge and competency in the area of meaningful writing over the course of the school year. Results remain similar for the 2012-2014 comparison despite a smaller 'n'.

Table 10. Comparison of responses to meaningful writing between Years 1 and 3

Meaningful Writing	Summer 1 2012 Baseline Mean	Summer 3 2014 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.	3.06	4.06	T(35)=6.71, p=.000**
Writing techniques vary with the subject area and topic being expressed.	3.37	3.94	T(34)=2.72, p=.010*
I am competent in designing and/or teaching lessons that incorporate meaningful writing in STEM topics.	3.28	4.28	T(35)=6.48, p=.000**

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

Table 11. Comparison of responses to productive dialogue between Years 1 and 2.

Productive Dialogue	Summer 1 2012 Baseline Mean	Summer 2 2013 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*
Productive dialogue is not as essential as skill in STEM instruction as it is in language arts.	2.36	1.90	t(41)=2.883, p=.006*
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**

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

In Table 11, significant changes in responses to all three statements about productive dialogue illustrate beliefs about the importance of productive dialogue in the teaching and learning science and mathematics. The second statement in the reverse indicates more strongly than similar items in previous sets that teachers are beginning to appreciate the importance and effectiveness of productive dialogue as an essential element in STEM instruction. Almost identical results are seen in 2012 – 2014 comparisons, with the second item on the importance of productive dialogue in STEM instruction rated at an even higher level of significance.

Table 12: Comparison of responses to productive dialogue between Years 1 and 3.

Productive Dialogue	Summer 1 2012 Baseline Mean	Summer 3 2014 Mean	t-test (degrees of freedom), p value
Productive dialogue is an important skill for learning science and/or mathematics.	4.08	4.50	t(35)=3.25, p=.003*
Productive dialogue is not as essential as skill in STEM instruction as it is in language.	2.31	1.77	t(34)=3.62, p=.001**
I feel confident instructing my students with strategies for productive dialogue to enhance learning in science and mathematics.	3.33	4.33	t(35)=6.96, p=.000**

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

Table 13. Comparison between responses to implementation and understanding of DL strategies and STEM lessons between Years 1 and 2.

Implementation	Summer 1 2012 Baseline Mean	Summer 2 2013 Mean	t-test (degrees of freedom), p value
On a scale of 0-5 with 0 being never and 5 very often, how would you rate the frequency with which you currently implement disciplinary literacy strategies in math and/or science lessons?	3.14	3.95	t(41)=5.15, p=.000**
How satisfied are you with your current understanding and implementation of STEM lessons/units? (0 = very unsatisfied; 4 = very satisfied).	3.26	2.43	t(41)=6.33, p=.000**

*significant at p<0.01

Table 14. Comparison between responses to implementation and understanding of DL strategies and STEM lessons between years 1 and 3.

Implementation	Summer 1 2012 Baseline Mean	Summer 3 2014 Mean	t-test (degrees of freedom), p value
On a scale of 0-5 with 0 being never and 5 very often, how would you rate the frequency with which you currently implement disciplinary literacy strategies in math and/or science lessons?	3.00	4.25	t(35)=8.58, p=.000**
How satisfied are you with your current understanding and implementation of STEM lessons/units? (0= very unsatisfied; 4= very satisfied).	3.47	2.28	t(35)=5.79, p=.000**

** significant at p<.001

The first item in Table 13 above reveals a significant increase in reported frequency of LD strategy implementation at the p<0.01 level between Years one and two. In contrast, the final item on Table 13 reports a decrease in the level of satisfaction with personal understanding and implementation reported from Year 1 to Year 2. This again illustrates respondents' relative lack of confidence after initial exposure to the full range of DL strategies related to STEM, i.e., the implementation dip, defined as "the dip in performance and confidence as one encounters an innovation that requires new skills and new understandings." (Fullan, 2001) It is expected that DL understanding and satisfaction will rise in subsequent survey results with new skills in planning and executing the entire set of strategies, reducing doubt and increasing confidence.

Measure1c. Interviews of Teachers

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. Interviews were conducted for Year 2 in February 2014. The Levels of Use (LoU) Branching Interview protocol (Loucks, Newlove & Hall, 1975) was selected for the interviews with these treatment teachers. As a scripted interview protocol, this instrument provides consistency in data collection and helps us determine teachers' level of use of DL strategies through eight stages from nonuse to renewal. In addition, it provides valuable data to triangulate with the observational and survey data. Table 15 below describes the 8 Levels of Use.

Table 15. 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.

In 2013, four teachers at each school were randomly selected for the interviews. In addition, an administrator and the IQ-MS specialist from each school were interviewed, classroom observations were conducted when time allowed, and photos were taken to document the visits. Following the 2012-2013 academic year, School C dropped out of the study and another treatment school, D, was randomly selected as a replacement. A teacher from School A retired, two teachers from School B moved or were transferred from the classroom, and another was not available for the interview in February. Thus, of the original 12 teachers in 2013, 4 were interviewed in 2014, along with one replacement teacher from School A and two from School B, and 4 from replacement School D, making a total of 11 teachers participating in LoU interviews. Table 16 below lists the LoU ratings for the first two years of the study.

Table 16 Levels of Use ratings for Years 1 and 2

Interviewee	*2013*	*2014*
A1	IVB	IVB
A2	III	retired
A3	IVB	V
A4	III	x
A5	x	III
B1	IVB	moved
B2	IVB	transferred
B3	IVB	IVB
B4	IVB+	VI
B5	x	III*
B6	x	IVB+
C1	0	
C2	III	
C3	0	
C4	IVA	
D1	x	III-
D2	x	V
D3	x	V
D4	x	V+

Considering teachers' exhibited Levels of the Levels of Disciplinary disciplinary literacy as the 'innovation', responses to the LoU interview questions behavior associated with criteria for the Use on Table 15 above. Descriptions of Use in terms of implementation of Literacy follow.

Three teachers who had not been interviewed last year attained a rating of **III, Mechanical Use**, and reported implementation of DL strategies supported by the local IQ-MS specialist. Interviews with Level III teachers reveal their emphasis on personal learning and **mechanical attempts** at implementation that did not extend to attention to 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 confidence in their ability to try the strategies in the classroom, and many admitted that they "needed guidance" from the Specialist.

None of the interviewees were rated at Level IVA in which use of the innovation is routine and stabilized. Instead, 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 as 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. Next, they were 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 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.

Level V, integration, is represented by users’ development of more structured collaboration with colleagues “to achieve a collective impact on clients.” A teacher from School A moved from Level IVB to V, and, notably, 3 of the 4 interviewees from replacement School D were rated at level V or V+. 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. Next, combining efforts with colleagues takes Level V teachers out of their classrooms into wider venues to share their knowledge and understanding with other educators.

One teacher moved from Level IB+ to **VI renewal** because of 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 2012-2013 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, test, and then incorporate into instruction. The majority of the strategies practiced in Year 1 were concentrated on developing students’ dialogue skills, a frequently under-utilized yet essential skill for learning

mathematics and science. Year 2 has seen increased emphasis on strategies to expand reading and writing skills and deepen critical thinking. It should be understood, however, that 8 of 11 teachers interviewed represent 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. As proficiency and confidence increase, it is expected that inclusion and mastery of additional strategies will add even more dimensions to classroom teaching and learning.

Specialists' Roles: As in 2013, positive relationships between and among teachers, administrators and specialists were again 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 responsibilities include planning, observing, coaching, coordinating, mentoring, training.

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

Discussion of Results

A. IQ-MS Teachers

- Teachers observed for the second year at three treatment schools continue to demonstrate commitment to the use of Disciplinary Literacy strategies. They are extending their mastery of strategies, trying new ones and adapting those with which they are familiar.
- Teachers express gratitude for the continuing and expanding support of the school-based Specialists and freely consult with them in efforts to improve their competence in

DL strategy implementation related to their students' mathematics and science achievement.

- 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 Instructional Fair and national conferences, as well as on exemplary videos for the virtual library.

B. Implementation Issues

- The implementation of DL strategies appears to be more difficult for math teachers. This may be a function of teacher beliefs – and possibly education - about how to teach math. It appears that many math educators consider the teacher-directed classroom with a lecture/practice format the most efficient way for students to learn. Video recorded math classrooms reveal little differentiation of this model in the middle school classes.
- DL strategies are just one of the challenges for math teachers in SY 2013-2014 because of the adoption of the new Digits curriculum and the introduction of Common Core into schools. 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 burdens.
- As mentioned last year, the TAP program places additional challenges on teachers in the schools where it is in practice. Depending on local context, the TAP/DL interface can either be an instructional impediment or an advantage for science and math educators. In one school, the TAP lead teacher and IQ-MS Specialist have collaborated to combine DL strategies with those in TAP so students interact with strategies across content areas. In another school, some friction occurs with demands of 4 formal TAP observations with feedback each year and fewer attempts to combine DL implementation.

Conclusions and Recommendations

In the big picture, data from the two years of RTOP observations, teacher surveys and LoU interviews indicate that implementation of disciplinary literacy strategies is exerting a definite significant impact upon mathematics and science instruction. Continued strong administrator/Specialist/teacher associations observed in the treatment schools serve to

strengthen predictions of improved student achievement in treatment populations. Future data collection will include program efforts to ensure sustainability of IQ-MS through collaboration and outreach.

Recommendations for the final year of IQ-MS concern the key role of Specialists in local support as they refine their goals and provide differentiated, sophisticated challenges to teachers on the DL implementation continuum. Continued effective growth of program can be supported with:

- Continued efforts to negate effects of the 'implementation dip' by building educators' knowledge, strengths and confidence in classroom use of DL strategies
- Specialists' increased attention to implementation of DL strategies in mathematics classrooms where traditional, teacher-directed methods appear deeply entrenched.
- Continued emphasis on collaboration with efforts to form DL-focused communities of practice within and beyond school contexts
- Promoting IQ-MS program sustainability by encouraging teachers' developing leadership skills through mentoring colleagues; sharing DL information at professional meetings, institutes and conferences; contributing to the IQ-MS virtual library.

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Teach For America – South Carolina

Current Fiscal Year: 2014-15

Current EIA Appropriation: $3,000,000

Name of Person Completing Survey and to whom EOC members may request additional information: Josh Bell and Charles McDonald

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Telephone Number: 843-432-4600

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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

X has been operational for less than five years

X was funded last fiscal year by general or other funds

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

__ 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?

X Yes

____ 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.)

Teach For America - South Carolina's mission is to provide South Carolina with a pipeline of talented, dynamic, and diverse leaders, with a vision of closing the achievement gap which persists along racial and socioeconomic lines. 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 inspire 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 community's students as they represent the future workforce which will drive our state's economy. To that end we have committed approximately 40% of our current teaching cohort to STEM subjects.

In the coming year we are striving to support our corps members, their fellow teachers, and our partner districts as they take on the immense responsibility of educating our community's youth. This will be achieved through a special focus on providing leadership development, building on our commitment to diversity, providing additional support to our special education corps members (through a dedicated special education coach), and creating and structuring partnerships through early childhood education.

By 2020, Teach for America - South Carolina will have 300 corps members and 250 alumni impacting thousands of students each day. Our people will be diverse, homegrown and serving in critical areas – with at least half sharing the background of the students we serve. We will double the number of students who are on or above grade level in our classrooms. We will know that dramatic academic growth and path-changing leadership is possible, both at the classroom and school level. Our team and supporters will be diverse, offering perspectives grounded in our community context and with solutions that are committed to seeing South Carolina realize its fullest potential.

Our objectives in the upcoming year in pursuit of this vision include:

- Increase the number of homegrown and diverse – of background and experience – candidates for our incoming cohort of teachers
- Attract and retain more alumni of our program in classroom and educational leadership
- Engage with early childhood education providers to develop strategies to provide teachers for South Carolina early childhood classrooms

- Partner with the state department of education and our districts to measure the student-level academic achievement and measuring the access to expanded opportunity in TFA classrooms
- Improve special educational services through a dedicated special education coach
- Partner with STEM leaders to attract and retain STEM teachers and innovative education programs
- Continue to broaden our funding base to expand the number of teachers we bring into high-need and rural schools and become sustainable in the long-term
- Offer additional university programs to prepare our corps members for school or district leadership, in addition to our ongoing partnership with Francis Marion University

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?

Our primary program activities and processes for the 2013-2014 fiscal year:

- Intensive professional and leadership development focused on developing the skills required to be an effective teachers, deepening teachers' understanding of the context of South Carolina, and strengthening mindsets around the solvability of the current educational inequality present in our state. These professional development sessions took place:
    - Induction: June 4 – 8
    - Institute: June 10 – July 12
    - Orientation: July 23 – 25
    - All Corps Learning Experiences: August 10, October 5, February 8, April 5
- Ongoing differentiated and individualized support from teacher coaches
    - Classroom observations and debriefs
    - Building technical teaching skills
    - Long-term leadership development

Changes planned for the current fiscal year:

- Developing a differentiated leadership and professional development for teacher from acceptance to the program through their two-year commitment
- Developing and strengthening a robust process for data collection to measure teacher performance, in an effort to strengthen our support and professional development in pursuit of increased student achievement
- Investing in a special education teacher coach, to provide targeted special education support
- Partnering with leaders and organizations across South Carolina to enhance teacher professional development
- Investing in an alumni engagement staff member to identity opportunities for alumni leadership in the state of South Carolina
- Building a regional advisory board of diverse individuals from across the state

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.

We are in the process of collecting aggregate data from our schools and districts for the 2013-14 school year. In the coming year, Teach For America will partner with districts, the EOC, and the State Department of Education to more efficiently and accurately measure our corps member impact on student achievement.

We will have internal measures to determine the gap closure between our teachers' students and higher performing school districts in South Carolina later this fall for our teachers who teach Biology I, US History, English I and Algebra I. In the future, we plan to measure this for the state test in grades 3-8 and MAP.

- Over the course of the 2013-2014 school year, 208 corps members attend professional development.
- Teach For America teachers served 12,491 students during the 2013-2014 school year.
- The retention rate of our first- and second-year teachers was 86% during the 2013-2014 school year.

Attached to this report is a one-pager providing an overview of the 2013-14 program year and a one-pager highlighting select corps member achievements.

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.

We are in the process of collecting aggregate data from our schools and districts for the 2013-14 school year. In the coming year, Teach For America will partner with districts, the EOC, and the State Department of Education to more efficiently and accurately measure our corps member impact on student achievement.

Some outcome highlights from the past year include:

- 14 teachers winning 'Teacher of the Year' or 'Rookie Teacher of the Year' for their respective school or district
- Vinnie Amendolare, a second year corps member in Marlboro County, was selected as a national winner out of a pool of 96 nominees for Teach For America's National Sue Lehmann Excellence in Teaching Award. This award is given annually to four outstanding second year teachers across the country
- Elana Jaret, a second year corps member in Charleston County, was recognized in a recent Forbes Magazine article for the results her seventh and eighth grade math teachers achieved this past year. Her students started seventh grade at a sixth grade level and left eight grade performing above tenth grade proficiency, which represents five years of learning in two years of instruction. In two consecutive years, 100% of students past the Algebra 1 exam making her test scores….

We have internal survey results which measure corps member satisfaction and corps member commitment to ending educational inequity. For both measures, our teachers ended the fiscal year with percentages higher than the national average within Teach For America. Our results also indicate that our corps members of color have higher averages than the overall corps in South Carolina.

Question 7: Program Evaluations

Has an independent evaluation of the program ever been conducted?

_____Yes

__X_ No

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

To this point, 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 an overview and summary of exiting research:
https://www.teachforamerica.org/sites/default/files/what-the-research-says.pdf

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

_X_Yes

____ No

If no, why not?

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?

The impact of this depends on timing of the decision and reductions. If our EIA contribution were reduced by 5% or 10%, 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.

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?

We are incredibly grateful for the investment and leadership of the Education Oversight Committee. At this point, we are asking for no additional investment beyond our $3M appropriation.

We are interested in exploring some of the pathways to school leadership and determining how to strengthen the support of our teachers interested in this field. We've begun exploring several options for teachers who are interested in school leadership. Teach For America recently launched a Rural School Leadership Academy which helps prepare talented alumni to serve as school leaders in rural communities. Two alumni currently living in South Carolina have participated in this year-long fellowship, and we expect that more alumni will be chosen to participate in the future. We are also exploring, and have alumni attending, the Summer Principal's Academy through Columbia University at Teachers' College. Through this program, "aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity." During this upcoming fiscal year, we plan to explore additional school leadership opportunities within the state of South Carolina.

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:

___ 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	$3,000,000	$3,000,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Individual Giving	$35,935	$350,000
Corporate Giving	$38,471	$300,000
Foundation Giving	$708,120	$300,000
State AmeriCorps	$530,207	$400,000
District Investment	$784,000	$900,000
Carry Forward from Prior Year		
TOTAL:	**$5,078,586**	**$5,250,000**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	1,816,607.04	1,808,398
Contractual Services	81,340.61	83,412
Supplies & Materials	100,546.04	98,733
Fixed Charges	373,940.88	375,071
Travel	356,994.92	371,666
Equipment	-	-
Employer Contributions	-	-

Allocations to Districts/Schools/Agencies/Entities	-	-
Other: Transfers		
Other: Institute Food & Lodging	128,224	125,402
Other: Financial Aid & Awards	66,654	57,310
Other: Postage & Delivery	3,389	3,405
Other: Telecommunications	45,754	41,990
Other: Subscriptions & Dues	4,519	5,107
Other: Printing Advertising, & Media	14,122	18,158
Other: Miscellaneous	7,908	8,511
Other: Contributions & Pass through	-	2,837
Balance Remaining	-	-
TOTAL:	**3,000,000**	**3,000,000**
# FTES:	**1,126* 17 (SC Region)**	**1,176* 20 (SC Region)**

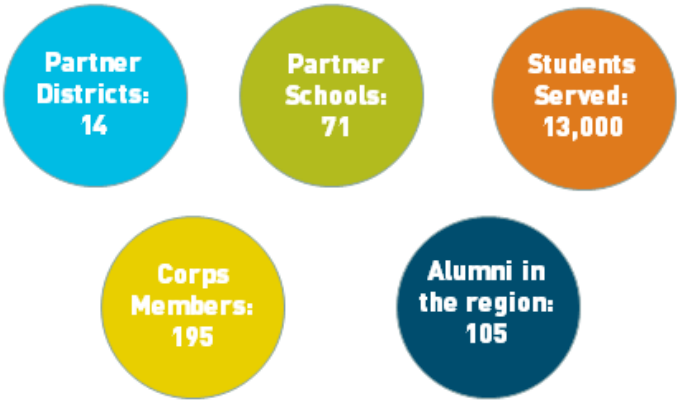
Teach For America • South Carolina
At A Glance
2013-2014

About Teach For America

Teach For America's mission is to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We are a national corps of individuals who commit to teach two years in a high-need urban or rural school. Majority of our alumni are lifelong leaders in educational reform. Across the country for the current school year alone, TFA placed **11,000** first and second year corps members in economically disadvantaged schools, reaching more than **750,000** students nationwide across our **48** regions.

The South Carolina Region

Teach For America - South Carolina began in **2011** with a charter corps of **30** teachers in the Pee Dee region and Orangeburg. We recruited a **diverse group of leaders** to commit to teaching at least two years in our partner districts. To date in South Carolina, we are nearly **200** individuals strong, working in **14** school districts in the **Low Country, Pee Dee, and Orangeburg** areas. Collaboration with our school districts, especially those in **rural or high need areas**, ensures that we cooperatively work to provide all students with the **educational opportunities** they deserve.



South Carolina Corps Profile

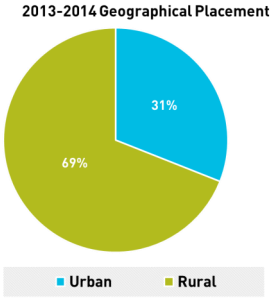
9% Corps members with South Carolina ties

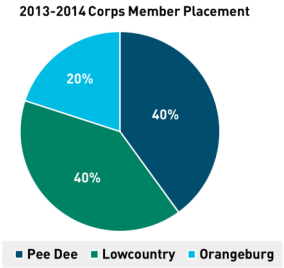
22% Corps members that identify as People of Color

32% Corps members that identify as Low Income Background

37% Corps members that teach Science, Technology, Engineering, and Math (STEM) subjects.

South Carolina Corps Placement





Teach For America Alumni in South Carolina

To fuel **long-term change**, we foster the leadership of **over 100 alumni**, who become **lifelong agents of change**, working at every level of education, policy and other fields to drive systemic change.

33

Serving as a teacher or instructional coach

5

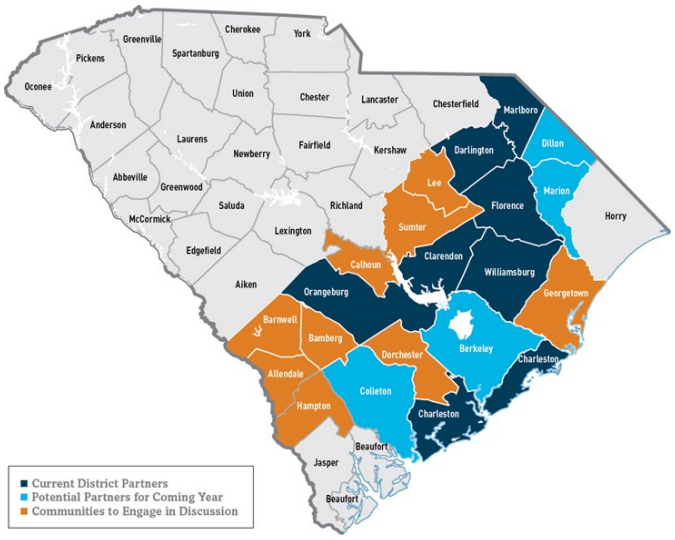
Serving in school leadership

3

Serving at the district level

Partnerships

We focus our partnership efforts on **strengthening our relationships** within our partner counties and districts; by **understanding the needs of our local communities** regarding education and the vision for their students; and by **creating public-private partnerships** that further fuel the effort to see our students succeed. This has manifested in support from **the State of South Carolina** and work within **14 districts across 11 counties**.



Regional Supporters

Teach For America - South Carolina would not be able to impact over 13,000 students to date without the **support and advocacy of our donors**, including several organizations and foundations. The **critical partnership and funding** ensures that we are able to identify, train, and foster the talented leaders of the education reform movement in South Carolina.

- The State of South Carolina
- Rainwater Charitable Foundation
- Louis Calder Foundation
- Nord Family Foundation
- Honda of South Carolina
- Drs. Bruce and Lee Foundation
- Wells Fargo
- BB&T Charitable Foundation
- South Carolina AmeriCorps Commission
- Publix Supermarkets
- AT&T
- JC Penney
- Total Comfort Solutions
- Eldred & Sarah Wooten Prince Foundation
- Electric Cooperatives of South Carolina

Corps Member Highlights

Holly Havenstein won **Teacher of the Year** at Ronald McNair Middle School in **Lake City**. A 2012 corps member, this is her second year teaching math at the middle school where she also coaches basketball.

"I am a passionate person and I never give up." This sentiment rings especially true for 2013 corps member **Katie Arquiette** who has been honored as the **2013 Rookie Teacher of the Year** for St. Stephens Middle School in **Berkeley County**. Ms. Arquiette says that this accomplishment adds "fuel to the fire" and inspires her to explore more deeply what she can do for her students in the coming year.

Chelsea Marone was recently honored as the **First Year Teacher of the Year** for **Williamsburg County** Magnet School for the Arts where she serves as a special education teacher. "It is truly an honor to be nominated for this award, not only to me as a first year teacher, but to my students, because it shows how hard they have been working this year. They are my main source of motivation and inspire me to try harder every single day!"

Jamie Nunnery was recently honored at the **First Year Teacher of the Year** for **Kingstree** High School where she serves as a first year science teacher. "With this honor, I am humbled and inspired daily by my students to hold high expectations so that they reach their greatest potential."

Jaishri Shankar has been honored as **First Year Teacher of the Year** for **Kingstree** Middle School where she serves as an 8th grade science teacher. "I'm so humbled to receive this recognition, but the credit goes to my students who keep me laughing and smiling every single day. They're the reason I choose to keep waking up, and they continue to show me what's possible."

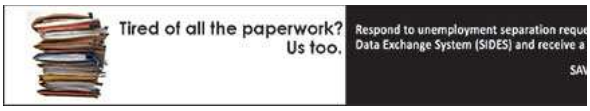
"Receiving recognition motivates me to push even further, dig even deeper, and work harder than ever before to make sure my students have access to the opportunities they deserve." Congratulations to **Alex Kautza**, **Kingstree** High School **Teacher of the Year**! Alex is a second year corps member who teaches science in Kingstree and also coaches football.

Katie Wagner was recently named **First Year Teacher of the Year** at C.E. Murray Middle/High School in **Greeleyville, SC** where she teaches 8th grade English/Language Arts. "I feel so lucky and honored to be nominated for this award- My students are my motivation and the reason that I strive to do whatever I can in order to ensure they are successful not only in school, but outside of the classroom as well."

Sarah Pelkofsky was given **Rookie Teacher of the Year** for Zucker Middle School in **North Charleston**. She is a first year teacher at ZMS where she teaches middle school math.

Caitlyn O'Donnell was given **Rookie Teacher of the Year** for **Colleton County** Middle School. She is a first year teacher at CCMS where she teaches special education.

Vinnie Amendolare, a second year corps member in **Marlboro County**, has been selected as one of 18 national semi-finalists out of a pool 96 nominees for the **National Sue Lehmann Teaching Excellence Award**. This award is given annually to four outstanding 2nd year corps members from all over the country.



Teach for America Announces 2014 Sue Lehmann Excellence in Teaching Awards

July 9, 2014

FLORENCE, SC - Teach For America recently announced the five recipients of its 2014 Sue Lehmann Excellence in Teaching Awards to highlight and share best practices from some of the organization's most impactful corps members, inform future teacher preparation, and further learning and development. Teach For America selected diverse individuals from across the country for their innovative work in their schools. Awardees have fostered substantial academic and personal growth in their students. To further advance their work and achievement, Teach For America will award $5,000 to be split between each recipient and their school.

2014 Sue Lehmann Excellence in Teaching Learning Loop Awards Recipients:

Vincent Amendolare (South Carolina Corps '12), High School English Teacher, Marlboro County High School, South Carolina: Vincent pushes his students to develop visions for what they want in the future, and uses rigor in the classroom to supplement his students' interests. Last year, Vincent's students had a 93 percent pass rate on the state exam – the best in his high school by over 30 points, and among the highest in the district. They also made 1.8 years of reading growth.

Mary Powers (South Dakota Corps '12), High School Math Teacher, Little Wound School, Pine Ridge Reservation – South Dakota: Mary's vision for her classroom was to empower her students' leadership. A group of students at Little Wound School were so inspired by the challenge of calculus class, that the students decided to request an AP Calculus course. Mary Powers partnered with Little Wound's school leadership to train and offer an AP Calculus course to better prepare students for the rigors of college. She also served as the chair of the math department and helped her school use math data to create differentiated opportunities for every student to get additional support, resulting in the creation of differentiated Transition Math Courses. Mary helped achieve the vision of the school board, students and parents to increase remedial math instruction. Last year, Mary's leadership and partnership with students resulted in four full years of growth on average in math mastery.

Caroline James (Greater New Orleans Corps '12), Fifth Grade Teacher, Success Preparatory Academy, New Orleans: Caroline's belief that her students' social consciousness and leadership is inseperable from their academic achievement has yielded many gains, as she spent her first year as a fourth-grade interventionist for students who had previously failed the state tests and read on a first-grade level. She led her students to an average gain of 50 percent on reading assessment, and stayed with this group to become their fifth grade teacher.

Mary Cooper (Dallas-Fort Worth Corps '12), High School Physics Teacher, Wimer Hutchins High School, Dallas: In her first year, 100 percent of Mary's juniors passed their state science assessment – a first in the history of her school, which motivated a neighboring high school to send its entire physics department to observe her instruction. The success of her students inspired their self-advocacy and prepared them to take AP Physics, which Mary now also teaches.

Shirley Bolden (Dallas-Fort Worth Corps '12), Middle School Humanities Teacher, Benjamin Franklin Middle School, Dallas: Of Shirley's three sixth-grade classes, two are on track to make over two years of reading growth, with the third class on track to make over three years. On the state assessment, her students outperformed the entire district on every standard, and her classes had a passing rate of 79.1 percent – a full 25 points higher than the district average.

"This year's recipients have leveraged the life experiences of their students to teach lessons that go beyond academics, helping to develop character traits that will continue to influence their students in the future," said Emilie Smith, the facilitator of the learning loop and a Senior Managing Director on Teach For America's Teacher Preparation, Support, and Development Team. "What we are learning from these teachers will inform training for future corps members, helping to ensure students in our classrooms are on a path to broadened and enduring opportunities in life."

Created in honor of longtime Teach For America national board member Sue Lehmann, the annual award celebrates some of Teach For America's most impactful teachers. Nominations are submitted by Teach For America's regional teams, and evaluated by a national selection committee. The award process enables Teach For America to learn from its most successful teachers and to better support all corps members and their students.

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About Teach For America

Teach For America works in partnership with communities to expand educational opportunity for children facing the challenges of poverty. Founded in 1990, Teach For America recruits and develops a diverse corps of outstanding college graduates and professionals to make an initial two year commitment to teach in high-need schools and become lifelong leaders in the movement to end educational inequity. Our corps in the 2013-14 school year included 11,000 teachers in 48 urban and rural regions

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across the country. Today, our 37,000 alumni are working across sectors to ensure that all children have access to an excellent education. For more information, visit www.teachforamerica.org and follow us on Facebook and Twitter.

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Daniel R. Porterfield, Ph.D. Contributor

I write about education, opportunity and launching the next generation

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'For The Life Of The World': When Young College Graduates Do Great Things

Comment Now

As summer winds down, most veteran educators look forward to the return of their students—but it's always good when we get an extra jolt of inspiration.

This year, my jolt came from Elana Jaret, a 2012 graduate of Franklin & Marshall College, and former president of our student government.

Wanting to make a difference in the world, Elana competed during her senior year for a position at Teach For America (TFA), the non-profit group that places more than 5,000 high-achieving recent graduates per year in two-year teaching jobs in public schools that serve low-income communities.

Through TFA, Elana has spent the past two years teaching seventh and eighth grade math in Charleston, South Carolina. What she, her students, and her school have accomplished speaks to the best in American education—and to just how much young college graduates can bring to exceptionally important challenges.

Having majored in government, Elana was initially surprised by her assignment to teach middle school math. It took all of one day, however, for her to see the larger problem: Despite many winning personal traits, most of her students didn't believe in themselves intellectually. Many struggled immensely with the material and all were behind grade level in math.

Linda O'Bryon
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Columbia, SC 29201
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fax: 803.737.8298
www.scetv.org
lobryon@scetv.org

etv south carolina

October 3, 2014

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 2014-2015 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 56 years of service to South Carolina in September 2014. 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 graduate as adopted by TransformSC and the South Carolina Association of School Administrators. 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 2014-15

Coversheet

EIA-Funded Program Name: ETV K-12 Public Education and ETV Infrastructure

Current Fiscal Year: 2014-15

Current EIA Appropriation: $4,829,281

Name of Person Completing Survey and to whom EOC members may request additional information:
Linda O'Bryon

Mailing Address: South Carolina ETV
1041 George Rogers Boulevard
Columbia, SC 29201

Telephone Number: 803-737-3240

E-mail: lobryon@scetv.org

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 (funded through EIA 2013-2014)

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:

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. Please make references to the 2014-15 General Appropriation Act, Act 286 of 2014.)

1A.52. (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.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):

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?

__X__ Yes

____ 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.)

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

The objectives of ETV's education services are:

- Provide equity and access throughout South Carolina with technology, training, and content
- Promote student engagement which leads to achievement
- Acknowledge and support teacher professionalism and training
- Foster life-long learning and career readiness
- Identify innovative ways to use technology to support teachers and students

The long-term goal is to create innovative educational content tools using state-of-the-art technology and create modules that can be replicated throughout the state.

ETV is excited about working with the EOC to strengthen the education services ETV provides to South Carolina. ETV appreciates the EOC's clear outline for education priorities including the 2020 Vision for South Carolina. ETV is committed to working with EOC to increase family and community commitment to our schools, providing training for teachers especially in reading, literacy and excellence in the classroom, supporting a better definition of assessments for college and career readiness, working with the business community to make a long term commitment to quality public schools, and supporting the "Profile of the Graduate" as adopted by TransformSC and the South Carolina Association of School Administrators.

ETV's education services are provided through ETV's training, the creation and aggregation of educational content, customer service, and infrastructure.

Current annual objectives are:

- To improve teacher quality by offering training to include products and services based on districts' needs. Training funds are used to train teachers, staff and administrators on how to access and use all the available resources, facilitate personalized and teaching methods, and provide online course content for professional development and credit courses.

- To create education content to support K-12 districts' needs. ETV works with SDE and school districts' staff to create educational content to meet content curriculum and professional development needs. This training provides cost-effective services and offers equity and access to rural and urban schools alike. The production of SC specific content is an important resource in teaching South Carolina social studies, literacy, guidance, and professional development.

- To produce K-12 educational broadcast topics that target parents and local communities. The narrative of the programs informs viewers of innovation, such as "Transform SC," and features technology innovation that enhances instruction and teaches education standards.

- To heighten public awareness among parents, teachers and students on effective education programs and initiatives in South Carolina.

- To aggregate content for easy access by districts throughout the state. ETV provides educational content that meets K-12 curriculum and professional development requirements.

- To provide customer service to meet the technical and content needs of K-12 users.

- To maintain and enhance ETV's statewide broadcast and local district distribution systems that allow schools to use programming live and on-demand. ETV also installs and supports local and district computer and video networks, content host servers, recorders, and distribution applications, provides secure and safe district servers that protect the integrity of content, and provides efficiencies of web access.

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?

During fiscal year 2013-2014, the primary program activities were conducted to facilitate the program's performance in reaching the objectives and support the four key indicators of the 2020 Vision—student reading proficiency, on-time graduation rates, post-secondary success of students, and resources to schools...especially those rated at-risk. Our activities supported innovation, transformation, citizenship, and quality content creation and aggregation.

Activities:

- Teacher Training

  Classroom and hands-on training services included assessing training needs; conducting school, district-wide and regional training for educators on how to use the educational content; and technology to improve teaching and learning. This year 5,842 teachers and media specialists participated in ETV's face-to-face training. In addition, ETV, PBS and the ETV Endowment offered online graduate level professional development courses for teachers. Over 70 standards-based PBS courses that span the curriculum (mathematics, reading/language arts, science, instructional technology, and strategies) were pre-approved for South Carolina recertification and graduate credit.

  Through the Moodle Learning Management System, ETV provided 40+ online courses and teacher recertification offerings that supported interactive training opportunities. ETV's Teacher Recertification courses provided renewal credit for 926 educators. ETV offered 46 one-hour/20 renewal credit courses for K-12 teachers in the curriculum areas of Arts, Literature, and Language Arts, Science, Social Studies, Mathematics, and general education. Rudy Mancke's *In and Out of the Classroom* was offered.

  During the summer of 2014, thirteen weeklong, hands-on workshops for teachers were offered as a premium blended recertification package. One hundred and eighty six teachers participated in the training and received recertification credit-3 course credits or 60 renewal credits. There is a modest cost to districts and participants outside of the host district. Training took place in the school districts across the state, reaching K-12 teachers in public, private and home schools. Participants were surveyed about the content and value of the training. ETV set up online courses, developed and implemented payment/enrollment processes, and managed customer service for the online recertification courses housed on ETV's online course management system.

ETV is a course provider of PBS TeacherLine online, graduate level, professional development courses for teachers in South Carolina, Georgia, and North Carolina. During 2013-2014, TeacherLine's services were at three conferences and TeacherLine information was provided at other conferences and training events. Marketing efforts also included continued email promotion and social media outreach through Facebook and Twitter. ETV's TeacherLine program provided 447 PBS TeacherLine course seats for a total of 16,479 instruction hours, including three locally-offered courses by ETV with a total enrollment of 42. During the year, the ETV-operated TeacherLine website at www.teacherlinesoutheast.org generated 22,335 visits by 16,519 unique visitors for a total of 55,242 page views; 6,304 visits were by returning visitors.

In July 2014, ETV hosted a 3-Day Technology Training Workshop in ETV's Idea Lab. "ETV Technology Resources Workshop" included ETV online classroom resources; in-depth digital storytelling with images, video, narration and music; and web tools. The Addendum includes the agenda for the training sessions.

ETV's new Idea Lab is located in ETV's beautiful remodeled facility. The Lab looks out over the Columbia landscape. Hands on training for teachers in the Idea Lab began the first week in July 2014. Week-long workshops are offered which include courses on ETV services using the Internet and IPad, free web tools and apps. The training facility also features all new mobile devices, laptops and tablets in a wireless environment and can be used for receptions, meetings, and conferences.

- Content Creation during 2013-2014

Educational resources per Proviso 1A.54 include web content, video and audio production, graphics, streaming, animation, virtual tours, interactive educational content, database and web programming acquired and created. These educational resources align to state standards, taxonomies and grade level. ETV provided course hosting and support, recertification, and continuing education courses for teachers, counselors and administrators.

Several statewide broadcast series including "Education Insight," "Speaking of Schools," and education specials provided a significant reach to audiences on ETV and ETV Radio. Programs focused on key educational and policy issues including a number of programs and segments with parents and community leaders. Promotion of programs and services were provided through ETV communications and education websites, broadcast interstitials, community education outreach through K-12 conferences, presentations, and awards.

These programs included the following:

In Our Schools – In January 2014, ETV produced with SDE an "In Our Schools: Personalizing Education--What Does That Mean For Your Child?" The program included a panel discussion of education experts and business leaders who discussed personalized education. The discussion included the expansion of the South Carolina Charter School District, STEM schools, Arts-Infused programs, and other options that provide an education that prepares students for life. The program was posted on SDE's website.

Education Insight – In January 2014, ETV launched "Education Insight," a monthly special during the school year. Broadcast specials highlighted education initiatives in SC schools including eLearning, adult education, and literacy. State and local educators, policy and business leaders participated. ***Finding***

Money for College is a popular special for parents and students who are getting ready for college.

****Speaking of Schools*** – with the SDE, weekly radio shorts that feature K-12 awards and initiatives throughout the state and is also available as a podcast.

****American Graduate Day*** – American Graduate Day 2014, a community engagement event to help students stay on the path to graduation and future success in college and career. ETV offered a full day of programming September 27th from 11:00 am to 6:00 pm. The event features celebrity guests, engaging spokespeople, and stories from students that highlight education initiatives. ETV is one of 33 public media stations to receive an American Graduate "Let's Make It Happen" grant from the Corporation for Public Broadcasting. As a part of the 18-month dropout prevention initiative, ETV will feature new locally produced content designed to inform its viewers about the dropout crisis in our state and the efforts underway to increase South Carolina's graduation rates. The local segments will air alongside national productions over the period of the grant.

****Palmetto Scene*** featured education stories. Programs air on ETV HD at 7:30 pm on Thursdays and repeat on ETV World and the South Carolina Channel. Programs are archived on the ***Palmetto Scene*** website for subsequent use. Features during 2013-2014 included three "What Works SC" programs about Chester Park School, the Teacher Cadet Project, and Parent as Teacher. The series also included a feature on school bullying and the PBS Learning Media Award winner Adam Babcock (Spartanburg District #7), one of 100 PBS digital innovators nationwide. Rock Hill's Bricks #4 Kidz project that teaches students science and math using Lego bricks was featured along with the Barnwell Summer Reading program "Read to Succeed." Two technical college programs, "Michelin's Technical School in Greenville," "Apprenticeship South Carolina" and TechReady SC" were highlighted.

****TECHReadySC*** – ETV Upstate produced a feature on how a student can apply and obtain a Mechatronics certificate or an associate degree in any of the five upstate technical colleges (Greenville, Spartanburg, Piedmont, Tri-County, York). All five technical colleges offer the same curriculum. Mechatronics is an integration of mechanical engineering, computer engineering, electronics, and information sciences.

****Rock Hill Newshour Project*** – The PBS Newshour Reporting Labs project connects middle and high school students to local stations and news professionals to produce original student generated video reports on important national topics. ETV hosted the USC Upstate Journalism class of student media producers, taught interview skills, provided training on professional equipment, and storytelling skills for the **Newshour** features from Rock Hill. ETV and Upstate schools are teaming up to build student success in the journalism through the PBS Newshour Reporting Labs. For the last several years, ETV has been mentoring students at Fort Mill High School and York Comprehensive High School.

****2013 James Otis Lecture—Second Amendment*** – The program aired September 19, 2013, with NRA President David Keene, who discussed the Second Amendment.

Ninety-Six Project – ETV Upstate, the University of South Florida's Alliance for Integrated Spatial Technologies and Ninety-Six Historic Site produced a documentary on the Kosciusko tunnel in the park. During the Revolutionary War, the tunnel was dug by patriots in an effort to dislodge the British from Star Fort. The Alliance was contracted to Laser map the tunnel and surrounding area to find the best way to preserve the tunnel and provide educational resources about the Revolutionary War.

Rudy Mancke's South Carolina Shorts – Two to three-minute segments on South Carolina's natural history including Congaree Falls Park, Angel Oak, and other sites were featured on *Palmetto Scene's* web series and offered to schools.

South Carolina History: Profile of Leadership: Governor David Beasley – ETV President Linda O'Bryon interviewed Governor Beasley about his views on leadership, education, politics, and traveling the globe from his home base in Darlington County. Governor Beasley began his public service career at the age of 20 when he was elected to the State House of Representatives. He went on to become the 113th governor of South Carolina in 1995 and was later honored with a John F. Kennedy Profile in Courage Award in 2003.

South Carolina History: The Education of Harvey Gantt and The Man and The Moment: Ted Bell and the Ridge – Both documentaries were nominated as Best Historical Documentary for the 2014 Southeast Emmy Awards. *The Education of Harvey Gantt* tells the story of an aspiring architect from Charleston and his struggle to desegregate Clemson University. *Ted Bell and the Ridge* follows the Army veteran to Okinawa where he spent three grueling nights guarding Ishimmi Ridge and clearing the way for the United States to win the island. The project was an effort of the ETV Endowment, The State Paper and ETV's series *South Carolinians in World War II.*

South Carolina Stakeholders Summit "Expanding Minds and Opportunities—Leveraging the Power of Afterschool and Summer Learning for Student Success." –The Summit occurred in Greenville September 29-30 and engaged key education and policymakers in how to support student success, share best practices, research, and outcomes data about high quality programs that expand learning opportunities in and out of school. Dot Harris, Director, Office of Economic Impact and Diversity, US Department of Energy, was interviewed about diversity and workplace development, and will be featured in *Palmetto Scene* as part of their workplace readiness coverage.

South Carolina Hall of Fame – ETV's ongoing series honors famous business leaders, educators, social innovators, scientists, artists, politicians, military heroes and others who have contributed to the heritage and progress of this state. The five-year project will produce 90 profiles. ETV began production of the Hall of Fame videos in 2010. The videos are used as a classroom resource for South Carolina history. During 2013-2014, 21 programs were produced and during 2014-2015 42 will be completed.
(http://www.scetv.org/index.php/sc_hall_of_fame/show/2014_promo/)

After Ferguson National Town Hall Meeting – On September 26, 2014, ETV aired *America After Ferguson*, a national town hall meeting hosted by Gwen Ifill of PBS, on the aftermath of the Ferguson violence and looting. ETV worked with the local American Graduate network to encourage viewership and online participation on Twitter.

Citizenship content is also available for students through many of our educational portals.

Radio broadcast of educational content included *Walter Edgar's Journal* for 104 hours; *South Carolina A-Z* for 13 hours; *Speaking of Schools* for 12.3 hours.

Plans for 2014-2015 include:

--*South Carolina State Museum.* In August 2014, the South Carolina State Museum celebrated the Grand Opening of its expanded and renovated Museum. Located in the new lobby near the grand staircase, the ETV exhibit showcases how we use television, radio and web to deliver educational programming to children and residents across South Carolina. As part of the renovation, we installed a fiber connection so the two agencies will be able to work more collaboratively in the future for educational programs.

--*Pinterest Board.* In August 2014, ETV launched the Pinterest Board to give educators the opportunity to share and contribute educational content, lesson plans and curriculum at www.pinterest.com.scetv. Pinterest works like a large social network scrapbook to share ideas and let others access and share videos, lesson plans and other educational resources.

--*2014 James Otis Lecture—The Magna Carta.* The South Carolina Chamber of the American Board of Trial Advocates (SC ABOTA) presented the 6th annual James Otis Lecture series, broadcast live on September 19th from the South Carolina House Chamber and streamed on ETV's website, in observance of National Constitution Day. The featured speaker, Sir Robert Worcester, Emeritus Chancellor of the University of Kent, discussed the Magna Carta as a foundation of liberty and its relevance in the 21st Century. *Walter Edgar's Journal* and the *Palmetto Scene* also interviewed Sir Robert Worcester.

--*South Carolina History: The Carrier Will Lead.* Patriots' Point Maritime Museum, located on the USS Yorktown in Mt. Pleasant, South Carolina, provides a living history lesson that has been identified as America's Greatest Generation. The video includes surviving veterans of the USS Yorktown who tell their stories of service during World War II. The emphasis is on aviation history and the crew shares stories of wartime and sacrifice made by many courageous pilots.

--*WiFi in Rural Schools.* The *Palmetto Scene* will highlight the K-12 Technology Initiative Project to bring WiFi to James Island Baptist Hill Elementary School, a major logistical feat which involved crossing water and formable terrain to bring 21st Century learning to the Island.

--*The Roosevelts.* Ken Burns' 7-part documentary weaves the stories of Theodore, Franklin, and Eleanor Roosevelt, one of the most prominent and influential families in American politics. The 14-hour series aired September 14-20, 2014 at 8:00 pm, with repeats each evening at 10:00 pm. This series has comprehensive K-12 resources. South Carolina is included in the series. President Roosevelt visited Hobcaw Barony in 1944, and the *Between the Waters* website will relate President Roosevelt's time at the Barony.

--*Dropping Back In.* In October 2014 ETV is airing a 4 episode series from Kentucky Educational Television "Dropping Back In" on ETV World beginning

Thursday October 2nd at 6:00 p.m. "Dropping Back In" is part of the American Graduate initiative funded by the Corporation for Public Broadcasting extending it beyond efforts to keep kids in school to include adults who have already dropped out. Viewers see inspiring stories from dropouts overcoming the odds, returning to learning and changing their lives in powerful ways. The Dropping Back In website provides extra videos and links to state dropout data as well as resources for community engagement.

--*Carolina Classrooms* will launch in January 2015 as a series of education specials that highlights initiatives throughout the state and will include an on-location town hall meeting in a rural district in the spring of 2015.

--*Carolina Money.* In partnership with the University of South Carolina's College of Journalism and Mass Communications, ETV will produce *Carolina Money*, a business news website, radio module podcasts, and television segments. ETV will engage the USC School of Journalism and Mass Communications by providing real world experience to student journalists who will report directly to the ETV Business Editor. USC interns will be deployed in the daily activities of *Carolina Money* that include story aggregation, local reporting, crowd-sourced research, mobile platform development, and social media. This same content will also inform ETV's *Career Aisle*—a web site targeted at career guidance and counseling efforts in grades K-12. The resources in *Career Aisle* are provided to assist with career awareness, career exploration, and career preparation of students with the objective of facilitating a successful transition into post-secondary opportunities and the 21st Century global workplace.

--*2015 Black History Teleconference.* The 28th annual Black History Teleconference: The Struggle Continues. The theme is "A Century of Black Life, History and Culture" and will take place on February 11, 2015, at Benedict College.

--*Apprenticeship South Carolina*, a workforce readiness special will air in the spring of 2015.

--*National Black Programming Consortium.* ETV and the ETV Endowment are finalizing "180 Days: Hartsville." ETV is serving as the PBS presenting station for the two-hour national documentary, which will air in the spring of 2015 on PBS. Screenings will take place in several South Carolina locations in early 2015.

--*Southern Campaign for the American Revolution.* The National Park Service centennial year is 2015. Based on the success of ETV's documentary on Ninety-Six, grants are being developed to produce segments on South Carolina battles during the American Revolution.

--*Candidates' Debates.* ETV has issued invitations to debate to the qualified candidates for the Governor, Lt. Governor, Senatorial, and Superintendent of Education races. At this writing, all the candidates have not responded.

--*PBS Hispanic Heritage Programs.* During the 2014-2015 school year, PBS will offer over 700 resources translated into Spanish for K-12 use.

--*Between the Waters Hobcaw Barony.* ETV has secured a $200,000 NEH grant to develop a website and education resources over the next two years.

--*Last Days of Vietnam.* The program is a PBS *American Experience* documentary that will air on the 45th anniversary of the US withdrawal from

Vietnam in April of 1965 and tells the courageous story of Vietnamese and US citizens at the end of the war. The project has a comprehensive outreach and education package. ETV will be hosting screenings for veterans and students.

--*PBS Newshour Student Reporting Labs* will continue to work with ETV Carolinas in Rock Hill and York Comprehensive High School and will add Legacy Charter School in Greenville via Skype. The work involves guiding students in the production of "rapid response clips" where students talk about national issues. The clips are broadcast on PBS *Newshour* and used in PBS web content. They are the only South Carolina schools participating in this program. On September 16, 2014, student reporter Emily Varnadore from York Comprehensive High School asked a question of Malala Yousafzai, the young Pakistani student, about why she risked death to support education for girls in her country. (see link to interview -- http://www.pbs.org/newshour/bb/malala-explains-risked-death-speak-girls-education

--*TeacherStep*. South Carolina ETV Endowment's TeacherStep online learning platform will offer seven new professional development courses for teachers and others interested in a content refresher. Participants who successfully complete a course will receive 60 recertification credits and a certificate. Courses include Algebra I and II, Pre-Calculus, Calculus I and II, Geometry, and Probability and Statistics.

--ETV will continue to support efforts for scetv.org and its other education websites formats, including an update of Knowitall.org to mobile capacity.

- Content Aggregation for 2013-2014

ETV, in partnership with the SC Department of Education and the K-12 Technology Initiative, created Streamline SC to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate Streamline SC utilization in the classroom. SC is a national leader in providing stands-based, taxonomy, and grade level defined media on-demand to all SC students and teachers. ETV's Streamline SC service has been embedded in school for ten years. The Streamline SC content presently includes more than 2,200 local video resources available from ETV and the State Department of Education—over 5% of the entire inventory of 38,611 video clips. ETV's digital library includes InfoBase Learning's Learn360 total of 66,862 full content inventory, most of which are correlated to South Carolina's state K-12 curriculum standards. In addition to video, schools have access to 1,884 audio files and books, 2, 373 science diagrams, 796 historical maps, experiments, math activities, and teaching resources. A substantial portion of the local programs are curriculum specific and professional development videos. ETV and the SC Department of Education had a total of 77,684 video views during the 2013-2014 fiscal year.

StreamlineSC, a standards-based Internet video-on-demand service, allowed all public, private, and home schools access to ETV resources. Discovery Education's streaming, PBS, and other national streaming services were provided. Local district multimedia videos and resources were searchable and were correlated to South Carolina's state K-12 curriculum standards. StreamlineSC also included a local file sharing feature called MediaShare which allowed local schools to share video and other educational resources with other schools, districts or statewide.

OnePlaceSC was upgraded the summer of 2013 to be easier to access and find what teachers need including ETV and partner sites, teacher recertification course offerings, and local district TV portals.

Knowitall.org provided numerous original and partnering interactive educational websites for all grade levels and included SC specific content. During 2013-2014, the RFP process to upgrade the most popular Knowitall services was initiated. The services will allow Knowitall to be used on mobile devices.

StreamlineSC Learn360, ETV's new content provider brings access to materials from the BBC, National Geographic, Encyclopaedia Britannica, History, Cambridge Educational Content, and many more. In addition, ETV StreamlineSC continues to provide ETV produced South Carolina content as well as free K-12 resources to all public, private, and home schools throughout South Carolina.

ETV's Education Blog lists new websites, ETV Education "Shorts" (example, "Teacher Cadet program—http://youtube/tXrmbum99JU), teacher training, upcoming programs, newsletters, and links to scetv.org/education. Each month, the EOC is featured in the ETV Education Newsletter.

School to Work resources range from Kentucky Educational Television's GED training to online resources through StreamlineSC, Career Aisle, and PBS LearningMedia.

During 2013-2014, 85 trouble tickets were processed, a significant reduction from 372 in 2012-2013 because school districts are moving to IP distribution and ETV engineering now performs preventative maintenance by a remote log-in. ETV introduced a simplified and improved OnePlace SC website no longer requiring a teacher to log-in or record the resources they needed for training. This reporting year tabulated 32,479 sessions to OnePlace SC and 41,236 page views.

ETV continues to update an ETV teacher courses searchable website. Educators in SC can access the site to find out about recertification/renewal and graduate level courses provided by ETV Teacher Recertification, TeacherLine Southeast and Teacher Step. Users select offerings by interest of curriculum area, grade levels, credits needed, session dates, type of learning environment desired, and if the course qualifies for technology credit. The website is http://scetv.org/teachercourses. This year, 1,345 courses were completed by teachers for required, accredited recertification.

This year ETV continues with the educational resource on-demand service called PBS LearningMedia. PBS LearningMedia offers educational resources in a platform that supports 21st Century teaching and learning objectives. PBS LearningMedia is a free media-on-demand educational service offering educators, parents and students access to research-based, classroom-ready digital learning experiences to engage students in exploring curriculum concepts that align to standards. Educators have access to more than 87,000 curriculum-aligned digital resources from over 200 trusted media partners bringing learning to life for students. PBS LearningMedia has 1.5 million educators registered to access the service.

Following the 2012 SDE restructuring, during 2013-2014 ETV took over management of the development and deployment of K-12 course management services, including the Annenberg series. This service provides required, accredited teacher recertification courses. Teacher recertification courses include *Teacher Reading: K-2 Workshop, Making Meaning in Literature, The Habitable Planet: A Systems Approach to Environmental Science; Environmental Awareness and Conservation in SC and Beyond, Part 1; Take on the South with Dr. Walter Edgar; SC Chronicles VI: Reconstruction Era; Natural History In and Out of the Classroom with Rudy Mancke.*

- Customer Service

  Smart Cat, ETV's mascot visits schools and conferences throughout the state to promote health, exercise, nutrition, and literacy at family events throughout the state.

  Customer service support was provided for administrators, teachers and staff, including access to the web sites, program schedules, and technical matters. ETV determined education customer needs through education partnerships, assessments, and surveys. Education viewers and listeners contacted staff through toll-free numbers and an online services site. ETV surveyed key curriculum, staff development, and IT administrative personnel at 14 districts across the state to identify their training, content and technology needs. ETV found needs for more teacher training, more bandwidth and more personalized learning with mobile technology.

  Based on the results of the Superintendents' Survey, ETV conducted an online survey of teachers from November 13 to December 2, 2013. The EOC and Palmetto State Teachers Association helped us with the survey and its distribution. More than 2,000 respondents completed the survey. Highlights and a link to the entire survey are in the addendum. ETV was gratified to learn that 80% of teachers said ETV services, digital content, teacher training and online coursework helped support learning or improved student performance/engagement. The #1 Professional development topic is reading literacy, followed by curriculum content training. One of the key needs is how to integrate K12 online resources for their classroom. We found that more than 83% of the teacher surveys use the Internet daily or often.

  ETV continues to provide online course development and management services, web streaming services, web conferencing services, digital file management and transcoding, and last mile customer service for the education community.

- Infrastructure

  ETV's infrastructure provided services to school districts throughout the state. Content was delivered through digital, video, audio, and web services. ETV connected districts to a network with on-air educational offerings to provide a more efficient delivery of educational programs in the schools. The digital portal technology reduces demands on the schools' public Internet. Distribution allows collaboration and sharing of content and best practices by teachers and administrators.

  ETV and Sprint (formerly Clearwire) are planning pilot school projects in applicable areas. Sprint currently uses 39 of ETV's EBS licenses to deliver cellular roaming services in exclusive areas within the state. ETV has begun testing the signal strength and capacity with schools in applicable reception areas. Following the testing ETV will approach schools to identify potential ways schools could use the limited public Internet connection. ETV will project future capacity to assist other schools when Sprint cells come on line as the potential expands with future services.

  As ETV portal systems become available through upgrades, ETV is providing high need districts with refurbished systems. School districts will receive systems during the 2014-2015 school year that will allow the districts to receive StreamlineSC and Learn360.

Change in processes or activities:

Changes in processes and activities for the current year including the following:

- This year ETV will implement a new online content and management system. This system will dramatically improved our users' experience on scetv.org and www.scetv.org/ education, making websites more accessible on mobile devices, enabling social media and community interaction, offering more on-demand video and audio content, and making it easier for producers to add fresh content and viewers to find content by topic. As the user switches from laptop to an iPad or a smartphone, ETV's website will automatically switch to accommodate the user's preference including iPhone, iPad and Android devices.

- ETV has increased training on wireless mobile devices, personalized learning, curriculum standards, and used more blended online methods to reach teachers. In the summer of 2014, ETV hosted the 13 weeklong summer courses for teachers throughout the state. As a local school district, state K-12 organizations and other education partners identify needs and funds to create or aggregate content, projects for web, video, and audio will be produced. One of the classes *IBloom: Using the Internet and iPads to Support Bloom's Taxonomy,* a hands-on class for participants to use free web tools and apps to manage and produce multi-media projects for all grade levels and subjects.

- This year the ETV Commission established an Education Subcommittee to advise and assist the Network about issues, trends, programs, services and best practices in education as they relate to public broadcasting, and to evaluate the ways the Network can support and enhance education in South Carolina.

ETV Partnerships:

ETV continues to work with the state's Education Oversight Committee (EOC). This year ETV added a monthly newsletter subscribed by 73,003 teachers and staff to assist in outreach by informing teachers of timely resources and services. ETV Education also posts weekly and daily blogs highlighting ETV's K-12 services and programs.

ETV works with a number of EIA EOC funded organizations such as Clemson University's Strom Thurmond Center, Write/ Right to Change Project, STEM centers, Patriots Point, National Dropout Prevention Center, and the Center for Educator Recruitment, Retention and Advancement to support ongoing education partnerships.

To support 3-4-5 year-old child development, ETV offers PBS Teacherline professional development for pre-service and in-service teachers in districts throughout the state. Each week ETV broadcasts statewide 85 hours (ETV HD-63.5 hours per week; SCC-11.5 hours per week; ETW-10.5 hours per week) of "safe haven" PBS programming for our youngest learners and provides a wide range of on-line media rich content for children and their families. All of the PBS Kids programs have accompanying websites targeting children and are created to teach. Programs include mobile apps for each of the series. *Martha Speaks* studies conducted by PBS show a significant increase in vocabulary enhancement of young learners. Kids who played the *Martha Speaks* app for two weeks had a 31% gain in vocabulary tested. Kids who watched *Super Why!* scored 46% higher on standardized tests than those who didn't. PBS Kids curriculum provides content that addresses essential skills for STEM literacy and social and emotional development.

Eighty percent of all kids age two to eight watched PBS during the 2012-2013 PBS KIDS program season. (Nielsen NPower, 9/24/2012-9/22/2013) PBS had seven of the top ten programs among mother of young children in July 2014. (Nielsen NPower, 7/2014) In July 2014, streaming on PBSKIDS.org accounted for 40% of all time spent watching kids videos online. (comScore Video Metrix, 7/2014) More than 250 million streams were deivered on the PBS KIDS video for iPhone/iPad app in July. (Google Analytics, 7/2014) PBS is the No. 1 source of media content for preschool teachers. (Grunwald Study, 2009 Media and Technology Use and Trends Among K-12 & Pre-K Teachers)

ETV, in partnership with the K-12 Technology Initiative, created StreamlineSC to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom. The service is being utilized in all of the state's public school districts, 361 private and special schools, and 278 home schools and associations. ETV provides professional development, training for K-12 teachers, counselors, and administrators, as well as radio and television broadcasts for the general public.

ETV has a longstanding partnership with the South Carolina Coalition for Mathematics and Science, which originated with initial funding for the STEM initiative in 1993. Since that time ETV has continuously hosted the Midlands Center at ETV and works with their staff to support conferences and training. ETV hosts an online course specifically for STEM curriculum, with plans to add two more.

To support adult education, ETV offers online the GED and Workplace Readiness skills. The website "Fast Forward For Adult Education" provided no charge to the districts and adult education centers throughout the state. "Career Aisle," one of the most popular ETV Knowitall.org websites provides career choice and counseling resources for teachers, parents and students. ETV promotes the National Dropout Prevention Center/Network webcasts to schools throughout the state each school year. In October 2014, ETV aired a four episode series "Dropping Back In." The series is part of the American Graduate initiative funded by the Corporation for Public Broadcasting, extending the efforts to keep kids in school, to include adults who have already dropped out. The website provides additional video and links to state dropout data, as well as resources for community engagement.

ETV American Graduate, a public media initiative funded by the Corporation for Public Broadcasting helps local communities find solutions to address the dropout crisis. The ETV American Graduate initiative brought together national, statewide and local policy makers, educators, successful dropout prevention program directors and students for a community summit to discuss creative solutions for the problem. Based on the success of the 2012 event, ETV secured and hosted a second grant from CPB in 2013 "ETV American Graduate Youth Media Summit and Civil Rights Forum." In 2014, a $200,000 grant was secured for an 18-month project on dropout prevention.

ETV continues to work with a number of South Carolina colleges and universities on educational projects. These institutions include the University of South Carolina, MUSC, Clemson, Furman, Columbia College, Converse College, Winthrop University, Benedict College, the College of Charleston, and technical colleges. ETV also provided pre-service teacher training at eleven different higher education institutions. Colleges include the College of Charleston, Winthrop University, Coastal Carolina University, University of South Carolina, Converse College, Furman University, Charleston Southern University, Francis Marion University, Southern Weslayen University, Columbia College, and the University of South Carolina-Beaufort.

ETV's President and Education staff meet with the EOC, SDE, SCASA, the SC Palmetto Teachers' Association, K-12 Technology Initiative to identify statewide education needs.

In 2013, ETV's budget for the K-12 Technology Initiative was approved, which included funding for another year of StreamlineSC, which ETV negotiates a very favorable rate on behalf of the state, along with upgrades to Knowitall to make sites available to mobile users.

The EdTech Conference is the state's premier annual educational technology professional development conference. Hosted in the fall each year, EdTech is the primary project of the South Carolina Association for Educational Technology (SCAET), an affiliate member of ISTE (International Society for Technology in Education). The Board of Directors includes representatives from K-12 school systems, higher education, state agencies, and business and includes representation from SCETV. ETV assists conference planning and provides audio-visual coverage of the workshops and general sessions.

Each year ETV participates with the University of South Carolina College of Library and Information Science's ALL Committee (Leaders in Literacy) to select outstanding individuals and organizations that champion literacy throughout the state.

ETV Education worked closely with the Department of State Information Technology of the Budget and Control Board (DSIT) on a major online training package for public safety first responders on interoperability. The project, funded by a Homeland Security grant provided a methodology for online training that is useful for K-12 content creation.

ETV participates with the South Carolina Association of School Administrators (SCASA) in roundtable discussions and provides audio-visual support for the general sessions of the summer Innovative Ideas Institute.

The "Between the Waters"–Hobcaw Barony website has a task force of educators, agencies, higher education and cultural organizations who are contributing to the comprehensive online resource. Task force members include The Low Country Rice Culture project; the North Inlet-Winyah Bay National Estuarine Research Reserve; the University of South Carolina Baruch Marine Laboratory; the Bell W. Baruch Foundation; the University of South Carolina Departments of Computer Science and Engineering, History, African American Studies, Media Arts School for Visual Arts and Design, the Film and Media Studies Program, and Anthropology; the Archeological Research Trust; the South Carolina African American Heritage Foundation; the Waccamaw Indian People Tribal Council; the Slave Dwelling Project; Georgetown County Library; the College of Charleston Architecture and History Perseveration Department; the Avery Research Center for African American History; the Waccamaw Center for Cultural and Historical Studies at Coastal Carolina University; the Curator of History of Special Collections at the College of Charleston; the Penn Center; College of Charleston History, Preservation and Community Planning Department; and the Mitchellville Preservation Project.

ETV has broadcast a number of programs related to education in South Carolina including a panel discussion at the Riley Institute's OneSouthCarolina event in Hilton Head in early March. The panel was moderated by David Brancaccio (who hosts the morning *Marketplace Morning Report* on American Public Media). Panelists included business leaders—Anita Zucker, Jim Reynolds, Bill Barnet and Harris DeLoach -- paired with corresponding community leaders—Sherrie Snipes-Williams, Karen Woodward, Russell W. Booker and Rainey Knight.

South Carolina ETV is a member of the statewide strategic planning committee for the creation of the "South Carolina Telehealth Network," a collaborative effort of various

Telehealth organizations across South Carolina. The strategic plan will guide the "South Carolina Telehealth Network." ETV will advise the group on media options to support the effort.

ETV Upstate partners with a range of workforce development initiatives including producing programs on apprenticeship, women in technology, STEM, in-school and after-school training, and stories on emerging technology opportunities for students.

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.

On the following pages is a grid of ETV's programs, direct products and services, along with comparisons and/or outputs.

Program	Direct Products/Services	For Comparison Purposes/Outputs
Training	378 workshops and conferences at no cost; offered to public and private schools, home schools and future teachers in higher education Provide in-classroom training on request plus scheduling Premium Recertification week-long, hands-on technology and ETV content workshops ETV is a PBS TeacherLine provider of online graduate professional development courses for teachers in SC, GA, and NC	5,842 teachers Presented 375 sessions 60 summer enrollments; 380 conf. enrollments Provided teachers 447 PBS TeacherLine graduate course seats for a total of 16,479instruction hours
Content Creation	Web, video, audio, streaming, and data base management by state standards	Knowitall viewed more than 3.2 million times Districts have a comprehensive package of professional development which is updated monthly
Content Aggregation: StreamlineSC	All districts participated; 361 private and special schools and 278 home schools and associations use services. There are 39,000+ registered teachers and support staff using the service.	One of the highest uses per teacher in the nation; generated 5.9 million uses of resources statewide.
Content Aggregation: OnePlaceSC Edmodo	A central location to find qualified resource sites; seek and enroll in teacher recertification courses; provides access to local district video streaming portals, and TV guide. Supports curriculum content.	The only statewide website that provides teachers with access to their local school district streaming portals.
Customer Service	Provide assistance during the school day on all ETV K-12 services including access to resources, programming, recertification and online course enrollment and troubleshoot technology access issues. Instructional program use is measured through surveys and internet usage of Knowitall.org and StreamlineSC	Survey responses indicated 80.5% of teachers said "ETV services helped support learning or improved student performance/ engagement."
PBS Kids Research	ETV offers 85 hours per week of kids programming and provides support service for PBS KIDS apps for teachers, students, and parents.	National study shows gains in reading ability of 29% of children of grades K-2. (See Addendum)

Program	Direct Products/Services	For Comparison Purposes/Outputs
Infrastructure	ETV's infrastructure provides services to school districts throughout the state. Content is delivered through digital, video, audio, and web services and includes 72 district centered IP Media distribution systems.	Digital portal technology reduces demands on schools' public Internet. Distribution allows for collaboration and sharing of content. ETV engineers responded to 85 customer service technical issues/questions through virtual and onsite visits.

Supporting Document for ETV's program, direct products and services. (question 5)

The direct products and services delivered by training include:

- ETV training staff provided 378 sessions that provided hands-on training to 5,842 educators and future teachers during the last school year. Trainings were offered at no cost to the districts; by comparison, commercial K-12 training sessions up to $2500 per session.
- An educational resource included web content, video and audio production, graphics, streaming, animation, virtual tours, interactive education content, data base, and web programming. Educational resource use was calculated by the number of visits and links by resource.

The direct products and services delivered by content creation include:

- ETV in partnership with education groups produced professional development for teachers and course content for students. Student content includes "Finding Money for College," "South Carolina A-Z," South Carolina history programs, "The Education of Harvey," "Generation of Heroes World War II," "Artopia," and "A Natural State."

The direct products and services delivered through content aggregation include:

- ETV, in partnership with the S.C. Department of Education and the K-12 Technology Initiative, created StreamlineSC to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom. SC is a national leader in providing video on-demand to students and teachers. StreamlineSC K-12 resources were utilized 5,909,672 instances during the 2013-2014 school year. StreamlineSC continues to have one of the highest per teacher use in the nation. The service is being utilized in all of the state's public school districts, 361 private and special schools, and 278 home schools and associations.
- ETV digital content is accessed by students and teachers throughout the state. There are 12,143 local K-12 video resources available on-demand to students and teachers in StreamlineSC, with 77,684 local views during the school year. StreamlineSC has a built-in management service where community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom.
- OnePlaceSC: ETV and its education partners offer a variety of quality K-12 educational content websites. A key to accessing all these educational initiatives is ETV's OnePlaceSC. The site features SCETV and State Library resources. OnePlaceSC also provides professional development opportunities, and local and statewide broadcast TV guides for all the education and broadcast programs offered live to the K-12 community.
- ETV manages PBS TeacherLine Southeast which provides online solutions for teacher professional development in SC, NC, and GA. Teachers participated in

447 PBS graduate courses for a total of 16,479 instructional hours. SC educators use TeacherLine credits in a variety of ways, including renewal credits for recertification, graduate credits for recertification, pay upgrade, Masters + 30 credits, and PACE Credits for Initial Certification.

- Viewers and listeners are encouraged to contact ETV's toll free numbers and online customer service site. ETV trainers meet with teachers and educators across the state about how to access out systems. Each school district has an ETV technical representative assigned to respond to technology needs. ETV also tracks Internet uses of Knowitall.org and StreamlineSC and conducts conferences with school district media coordinators to receive feedback about instructional services needed by the districts.

<u>The direct products and services delivered by infrastructure include:</u>

- IP-based internet portals including "Knowitall.org," and PBS mobile applications compatible with web-based infrastructure
- ETV continues to support the 72 districts with educational portals using IP media distribution systems. The Portal systems are school-district centered IP media distribution servers residing on the district WAN. They are core to media content delivery throughout the districts. ETV, commercial vendors, and much of the district's educational local cable content are distributed via the systems. ETV also relocates and removes equipment and towers at renovated/closed schools, as well as maintains towers used to deliver required services for outlying schools and districts. ETV is responsible for issues and questions about EBS licensing, use of the spectrum and changes in tower placement, construction and removal. ETV is transitioning away from our primary analog EBS delivery system to seek available broadband alternatives provided by our lease partner Sprint and through other digital platforms.

Evaluation reports include utilization of content, use of technology, and surveys by users.

Samples of evaluations include the SCASA ETV Superintendents' Advisory Group list; survey summary of the 2013 teachers' survey; the week-long ETV Technology Resources Workshop; Participants and Survey Summary;10 Facts about PBS Kids; Streamline Conferences, Workshops and Presentations by School District; and ETV web metrics. (See Addendum)

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.

Training:

- 5, 842 teachers and media specialists participated in media and content training.
- Summary of the 2013 Teachers' Survey.
- A survey sample of over 180 teachers, who participated in one of 13 week-long ETV hands-on computer training for teachers.
- 2013-2014 StreamlineSC conferences, workshops, and presentations by school district.
- 2013-2014 ETV Knowitall web metrics.

Copies of the surveys, evaluations of workshops, districts trained are in the Addendum.

Content Creation:

ETV produced with education partners K-12 curriculum video programs that aired on broadcast channels and on-demand through Streamline SC.

ETV Knowitall.org: The Knowitall.org site had more than 3.2 million page views this year, with total page views since its launch exceeding 35 million. Sites include: *Artpoia* with 549,997 page views, *The Natural State* with 497,280 page views. *Career Aisle* with 573,476 page views, *Teaching American History* with 359,968 page views, and *Gullah Net* with 251,240 page views.

Content Aggregation:

ETV StreamlineSC is a video-on-demand service offered to all K-12 public, private and home-school students including current and archived rich media learning resources. StreamlineSC is a standards-based video-on-demand service. ETV subscribes to this statewide service, which is offered at no charge to all students in South Carolina. A substantial portion of the programs are local district productions, curriculum specific and professional development videos. ETV and the SC Department of Education's videos had a total of 77,684 views this school year.

PBS Teacherline: ETV is a course provider of PBS Teacherline which offers online graduate level professional development courses for teachers in South Carolina, Georgia, and North

Carolina. Teachers participated in 447 PBS graduate course seats for a total of 16,479 instruction hours. During 2013-2014, the ETV-operated Teacherline Website at www.teacherlinesoutheast.org generated 22,335 visits by 16,519 unique visitors for a total of 55,242 page views, which included 6,304 visitors who were returning visitors.

ETV continues to focus on Early Childhood Education with materials and services that extend the value of programs presented on PBS through ETV. A major outreach effort is our early childhood's ETV Kids initiative. Each week, ETV broadcasts statewide (85 hours) of programming for young learners, including many Ready to Learn programs like *Dinosaur Train, Sid the Science Kid, Word Girl, Super Why!, Word World, Kratts Creatures,* and *Curious George*. All the PBS Kids programs have accompanying engaging websites targeting children and are created to teach literacy and STEM skills. ETV also works with high need communities through after school programs and summer literacy initiatives.

ETV continues to receive feedback from teachers and administrators that its technology and services encourages overall student engagement which leads to improved levels of achievement.

"What Others Are Saying" (See Addendum)

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____ **Yes**

___X__ **No** (However, ETV provides content and training evaluations for education workshops, district use of technology and web metrics.)

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

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

____**Yes**

____ **No**

If no, why not?

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?

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.

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?

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

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	4,829,281	4,829,281
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year (VSP, open positions, and associated expenses)		407,405
TOTAL:	**4,829,281**	**5,236,686**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	2,645,871	2,857,230
Contractual Services	185,735	290,437
Supplies & Materials	219,815	322,649
Fixed Charges	118,990	149,730
Travel	23,008	24,500
Equipment	29,029	296,960
Employer Contributions	950,870	1,000,031
Allocations to Districts/Schools/Agencies/Entities		
Other: Utilities	248,558	295,149
Balance Remaining	407,405	
TOTAL:	**4,829,281**	**5,236,686**
# FTES:	**67**	**67**

ADDENDUM

PBS KIDS Research

Research Proves that PBS KIDS Content...

- **Prepares Children for School:**
  - Two recent studies show use of PBS KIDS content and games by low-income parents and their preschool children improves math learning and helps prepare children for entry into kindergarten.[1]
- **Improves Preschooler Math Skills:**
  - Low-income children who used PBS KIDS math content in their preschool classrooms improved significantly in their understanding of early mathematics skills compared to the children who did not use the content.[2]
- **Boosts Early Literacy Skills:**
  - PBS KIDS content has been associated with gains in reading ability of 29% in children grades K–2.[3]
- **Strengthens Parent Support:**
  - Parents who used PBS KIDS math resources in the home became considerably more involved in supporting their children's learning outcomes.[4]
- **Improves Summer Learning:**
  - A study of The Electric Company Summer Program showed kids grew significantly in their knowledge of math vocabulary (41%), numeracy skills (20%) and phonics skills (17%).[5]

Be more. PBS

Published Research Study Citations

- **RTL Funded Research (Slide 6):**
  - 1: McCarthy, B., Li, L., Schneider, S., Sexton, U., & Tiu, M. (2013). PBS KIDS Mathematics Transmedia Suites in Preschool Homes and Communities. A Report to the CPB-PBS Ready to Learn Initiative. Redwood City, CA: WestEd.
  - 1: Source: McCarthy, B., Li, L., Tiu, M. (2012). PBS KIDS Mathematics Transmedia Suites in Preschool Homes. Redwood City, CA: WestEd
  - 2: Source: Pasnik, S., & Llorente, C. (2013). Preschool Teachers Can Use a PBS KIDS Transmedia Curriculum Supplement to Support Young Children's Mathematics Learning: Results of a Randomized Controlled Trial. A report to the CPB-PBS Ready To Learn Initiative. Waltham, MA, and Menlo Park, CA.
  - 3: Public Broadcasting Service (2012). KBTC Ready To Learn Initiative 2012 Summary Report, pp. 15 + 16.
  - 4: McCarthy, B., Li, L., Schneider, S., Sexton, U., & Tiu, M. (2013). PBS KIDS Mathematics Transmedia Suites in Preschool Homes and Communities. A Report to the CPB-PBS Ready to Learn Initiative. Redwood City, CA: WestEd.
  - 5: McCarthy, B., Michel, L., Atienza, S., Rice, J., Nakamoto, J., & Tafoya, A. (2011). *Evaluation of* The Electric Company *Summer Learning Program*. A Report to the CPB-PBS Ready To Learn Initiative. Redwood City, CA: WestEd.

The Ready To Learn Initiative

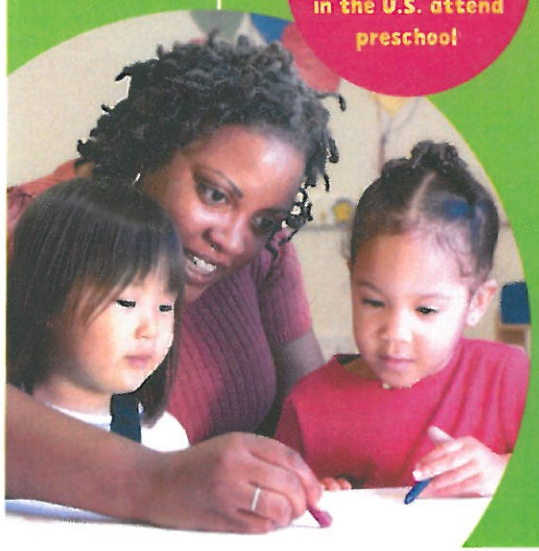
Using the Power of Public Media to Serve America's Children

Meeting a Critical Need for Children and Families

High-quality preschool experiences improve school readiness, and kids with the greatest needs often stand to make the largest gains. However, fewer than half of American children ages 3-4 attend formal preschool or kindergarten programs, a factor that influences socioeconomic differences in educational achievement.

The Corporation for Public Broadcasting (CPB) and PBS KIDS are developing high-quality, research-based educational content and services for kids ages 2-8 and their parents, teachers and caregivers, with a particular focus on building the math, reading and school-readiness skills of children in low-income communities. Funded by a U.S. Department of Education Ready To Learn (RTL) grant, rigorous evaluations and studies show that these efforts are helping to bridge the educational achievement gap.

Fewer than half of 3-4-year-olds in the U.S. attend preschool



PBS KIDS reaches nearly **99% of TV homes** in the U.S., giving kids access to what may be their only source of educational TV.[ii]

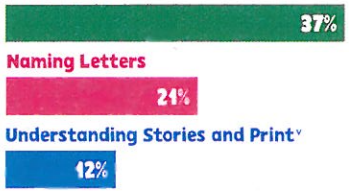
Preparing Children for Success in School

The PBS KIDS content developed through RTL illustrates promise in preparing kids for school success. Research demonstrates that these connected media experiences across television and digital platforms, as well as related hands-on activities, can help move the needle in early learning.

Engaging low-income parents and their preschool children with PBS KIDS content **boosts math learning** and helps prepare children for entry into kindergarten.[iii]

In a recent study, children who used PBS KIDS RTL math content, **improved significantly** in their understanding of early mathematics skills compared to the kids who didn't use the content.[iv]

Research shows that PBS KIDS RTL content enhances kids' early literacy skills:



Peg + Cat, a new multiplatform media property that airs daily on PBS KIDS, launched in October 2013 and reached more than **2.2 million kids** age 2-11 during its launch week.[vi] The series was developed using a groundbreaking preschool math framework aligned to curricular standards and designed to help young children build problem-solving skills, which are critical for preparing early learners for kindergarten. *Peg + Cat* offers TV programming in tandem with a suite of cross-platform resources, including online games, apps and hands-on activities for family and classroom use.

Serving Families in Local Communities

Nationwide, **PBS stations are partnering with their local communities in inventive ways to support children's math and literacy skills.** These efforts include the distribution of free PBS KIDS educational materials, apps and media labs that bring quality content to children from low-income families in both school and out-of-school settings.

Future Innovations

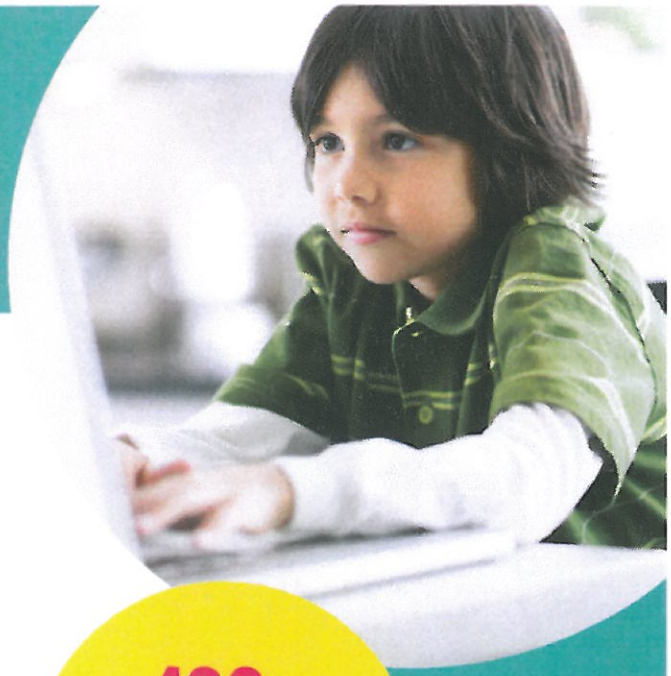
- **Development of technology**
  that allows families and educators to assess their children's educational game play across multiple devices to help improve learning

- **New mobile apps**
  offered for free in low-income communities, where mobile device access continues to increase[vii]

- **The launch of *Odd Squad***
  a new live-action TV series and multiplatform media property designed to help kids ages 5-8 learn key math skills

- **Rigorous research and studies**
  on RTL's educational impact

- **PBS station community engagement projects**
  with local partners



100+
educational games and apps available on
pbskids.org/lab

The PBS KIDS logo is a registered mark of PBS and is used with permission.

Curious George ® & © 2014 Universal Studios and/or HMH. All Rights Reserved. For promotional use only. Peg + Cat: © 2014 Feline Features LLC. Odd Squad © The Fred Rogers Company.

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The project is funded by a Ready To Learn grant (PR/Award No. U295A100025, CFDA No. 84.295a) provided by the Department of Education to the Corporation for Public Broadcasting.

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i. The Annie E. Casey Foundation. 2013 Kids Count Data Book.

ii. PBS Stations list and Nielsen Universe Estimates: 2012–13 season.

iii. McCarthy, B., Li, L., Schneider, S., Santos, J., & Tiu, M. (2013). PBS KIDS Mathematics Transmedia Suite in Preschool Homes and Communities: A Report to the CPB-PBS Ready to Learn Initiative. Redwood City, CA: WestEd.

iv. Pasnik, S., & Llorente, C. (2013). Preschool Teachers Can Use a PBS KIDS Transmedia Curriculum Supplement to Support Young Children's Mathematics Learning: Results of a Randomized Controlled Trial. A report to the CPB-PBS Ready To Learn Initiative. Waltham, MA, and Menlo Park, CA.

v. Penuel, W.R., Pasnik, S., Bates, L., Townsend, E., Gallagher, L.P., Llorente, C., and Hupert, N. (2009). Preschool teachers can use a media-rich curriculum to prepare low income children for school success: Results of a randomized controlled trial. A report prepared for the Corporation for Public Broadcasting. New York and Menlo Park, CA: Educational Development Center, Inc. and SRI International.

vi. NTI Nielsen NPower. Live+7 A/A% ratings for the October 7, 2013 launch special of Peg + Cat, and the airtest Tuesday – Friday strip. Audience composition is VPVH based for demos and Segmentation based for market breaks. PBS KIDS age skew is for the 12-13 season and the PBS KIDS market break segmentation is 2013. Prepared by PBS Research October 29, 2013.

vii. Common Sense Media, 2013. Zero to Eight: Children's Media Use in America 2013. San Francisco, CA.

Education Insight 2013-14 Programs

Education Insight
(http://www.scetv.org/educationinsight)

Making College Affordable is the first in a series of ETV television specials for teachers, educators and parents. This program assists students and parents to find financial assistance and scholarships for college tuition. The program is a production of ETV television and features South Carolina financial aid professionals from public and private colleges, universities, and South Carolina agencies who specialize in assisting students with grants and loans.
Original air date: Sunday, January 26, 2014

Literacy SC is the second in a series of ETV television specials for teachers, educators and parents. This program discusses what South Carolina is doing about the literacy rate. Educators, parents and other members of the community discuss how partnerships among schools and communities are helping students read on grade level by the third grade and avoid the "summer slide."
Original air date: Sunday, February 23, 2014

Workforce Development is the third program in a series of ETV television specials for teachers, educators and parents. This program discusses what South Carolina is doing to prepare students for current and future demands and opportunities. Manufacturing jobs have become high tech. This program will explore the knowledge and skill requirements and available opportunities in the areas of agriculture, health care, manufacturing, military, and tourism.
Original air date: Sunday, March 30, 2014

Technology and Innovation in the Classroom is the fourth program in a series of ETV television specials for teachers, educators and parents. This program explores the newest technology used in the classroom, such as virtual schools and technology offered by other educational resources to enhance the classroom learning experiences.
Original air date: Sunday, May 4, 2014

Professional Development Training Opportunities for Educators

Training Opportunities

Free ETV training workshops available at your location.

- We customize workshops to fit your
  - time frame-planning periods, ½ days, after school, full days (1 hour minimum)
  - content-grade levels, subjects, devices, software, webtools, etc.
- We work with PC's, MAC's, and mobile devices.

ETV StreamlineSC (Basic and Advanced Streamline) Let us help you address the variety of learning styles in your classroom with ETV StreamlineSC. South Carolina teachers have free access to over 11,000 videos, 60,000+ video clips correlated to the South Carolina and Common Core Standards, as well as songs, sound effects, quizzes, lesson plans, writing prompts, and much more. There is always something NEW! (45 minute presentation or 1.5 to 3 hours in a lab)

ETV Does That? Most teachers know about StreamlineSC but did you know that ETV offers many other resources for educators: Knowitall.org (South Carolina History and Careers), PBS Learning Media, PBS Kids, and all of ETV's recertification opportunities? Come learn about all the resources that ETV provides for all SC Educators. (45-60 minute presentation)

Student Access to StreamlineSC Learn exciting ways to engage your students with access to StreamlineSC. We will show how students can login and search for videos for review, enrichment, or to add to their multimedia projects. Teachers may also assign particular videos for students to watch via a link, QR Code, or through Edmodo. See how students can use the new "Board Builder" feature to create easy multimedia projects. (45 minute presentation or 1.5 to 3 hours in a lab)

Ways to Integrate StreamlineSC When it comes to integrating StreamlineSC into your curriculum, the possibilities are unlimited. Get ideas for ways to insert videos into presentations, use the Closed Captioning feature in Streamline, use images to create narrated slide shows, use Movie Maker to edit videos, and much more. This is a showcase of what you can do with video, not a "how to." (This presentation is a great way to excite teachers about future training.)
(45 minute presentation)

Webtools for Teachers Let us share some of our favorite FREE webtools with your teachers. There is so much on the internet for educators to use in their classroom. Let us break it down and share some of our favorites. Participants will be given access to our online list of the latest tools available to teachers. (60 minute presentation) We are available to do more in-depth training on individual webtools.

Creating Multimedia Projects with Mobile Devices Those mobile devices are not just for games. Let us show you how to use your mobile device as a tool for creating multimedia projects for all grade levels.

The Power of QR Codes You have seen QR Codes everywhere; now why not let them in your classroom? When smart devices are available, QR Codes are great for scavenger hunts, diverse activities, collaboration, calendars, reminders, homework assignments, contact information, and much more. (45 minute presentation or in a lab)

iMovie on iPads iMovie is a great tool for teachers and students. Teachers can create quick clips for instruction including flipping the classroom. Students can create projects for learning and assessment. Let's create together! (1 to 2 hours with iPads)

Video Editing Learn how to edit videos from Streamline or your camera using Windows Movie Maker, Windows Live, or iMovie (on a Mac or iPad). (1.5 hours to 3 in lab)

Flipping Tools Thinking about Flipping your classroom? Let us share some tools that will assist you. We will share ideas to make this an easy transition for you and your students.

Edmodo Do you want to start using Edmodo in your school but you're not quite sure how to start? We can assist your teachers in creating their classes AND assist your students in setting up accounts and joining classes. (45 minutes with teachers then a school day with your students.)

School News Programs Let us help you get started with a news program for your school. Start small with room to grow. We will suggest ideas for equipment and share ideas from other schools across the state. We will work with those in your school involved with taping and distribution (sometimes called VBrick/portal). Contact Donna Thompson for this service at dthompson@scetv.org.

Streamline Admin (for those who manage Streamline accounts for their school or district) Learn how to maintain your school's account and run reports for your school or district. (Great presentation for district-wide media specialists meetings) (30 minute presentation or 1 hour in a lab)
(If 2 + hours available, great combined with Advanced Streamline, ETV Does That, or video distribution [VBrick].)

It's a snap - create instructional videos with Photo Story 3! (Digital Storytelling) Learn how you and your students can use copyright free photos and images from StreamlineSC to create great instructional projects with Microsoft's **free** program Photo Story 3. Sample projects and ideas will be discussed and presented. Optional: Bring your own photos on a USB drive. (1.5 to 2 hours in lab. Photo Story 3 will need to be installed. It runs on XP, Vista, and Win 7; not on Win 8 or MAC.)

Using Video Cameras in the Classroom See how easy it is to use video cameras (Flip, Small Wonder, etc.) to create video for your classroom. Participants will use cameras during this workshop to record and upload the video. They will use simple video editing tools like Windows Movie Maker or Apple's iMovie to create their own movies. Sample projects and ideas will be discussed and presented. Cameras can be provided. (1.5-3 hours in a lab) (The presenter will need to load software to run the cameras and maybe a converter program for the camera files.) (Can be modified for iPads with iMovie.)

Full Day with ETV We can combine any of the above workshops to create a full day of staff development. (6-8 hours in a lab) Or, we can work with teachers during their planning periods. (30 to 45 minute presentations)

Ask us about our week long recertification courses (for a fee) at your district.

Contact Debbie Jarrett (djarrett@scetv.org) or Donna Thompson (dthompson@scetv.org) for more information or to schedule a workshop.

http://scetv.org/education/teachercourses/

etv teacher courses

Search our database to find what you need to grow your knowledge and your career!

ETV offers an array of professional development opportunities for PreK-12 educators. Whether you want to earn credits for recertification or a Masters +30 or explore Common Core implementation, chances are we've got something for you. Check often for new courses. Learn more about ETV's hands-on workshops at your public/private school.

etv teacher recertification

TeacherLine Southeast
Online Professional Development
PBS TeacherLine · etv

TeacherStep
e-Learning Education Courses

SEARCH ETV TEACHER COURSES: *To sort any column, click the column's name. Columns are resizable. Click any item to view details.*

Grade Band	Subject Area	Delivery Mode		
All	All	All		
Type	**Credit Type**	**Start Date**		
All	All	All		Apply Filter

Start Date	Title	Grade Band	Subject	Type	Credits	
					Renewal	Grad
09/22/14	A Literary Tour of SC, Series I	PreK-3, 2...	ELA	Self-Paced	20	0
09/22/14	Artifacts & Fiction: Workshop in Ame...	2-6, 5-8, ...	ELA	Self-Paced	20	0
09/22/14	Career Education for Student Succes...	PreK-3, 2...	GENED	Self-Paced	20	0
09/22/14	Connecting with the Arts: A Teaching...	2-6, 5-8, ...	ARTS	Self-Paced	20	0
09/22/14	Connecting with the Arts: A Worksho...	2-6, 5-8	ARTS	Self-Paced	20	0
09/22/14	Conversations in Literature, Grades ...	2-6, 5-8	ELA	Self-Paced	20	0
09/22/14	Engaging with Literature: A Worksho...	PreK-3, 2...	ELA	Self-Paced	20	0
09/22/14	Environmental Awareness and Conse...	PreK-3, 2...	SCI	Self-Paced	20	0
09/22/14	Essential Science for Teachers: Earth...	PreK-3, 2...	SCI	Self-Paced	20	0
09/22/14	Essential Science for Teachers: Life ...	PreK-3, 2...	SCI	Self-Paced	20	0

Go to page: 1 Show rows: 10 1-10 of 116

Register NOW for SPRING II session
SPRING II session STARTS May 5 and ENDS June 12
(SC educators can earn RENEWAL credit by June 30, 2014)

NOTE: SPRING I session ENDS May 19
All work must be completed by this date!

SUMMER session STARTS July 7 and ENDS Sept. 3
Registration opens June 16

***One-hour/20 renewal credits - Cost: $75.00 per course**
All courses *except for Natural History* are done *entirely* online
All courses are for renewal credit ONLY
NO graduate credit

Note: Adobe® Acrobat® Reader is needed to view these files.
Click here to download a free copy.

One-Hour or 20 Renewal Credits

INDIVIDUAL COURSES DESCRIPTIONS
Click on course title below for detailed information.
Click here to register.

The following courses are designed around
Annenberg Professional Development Workshops

ARTS

The Arts in Every Classroom

T he Arts in Every Classroom: A Video Library

Connecting with the Arts

Connecting with the Arts: A Teaching Practices Library

LANGUAGE ARTS

Artifacts & Fiction: Workshop in American Literature

SCIENCE

Essential Science for Teachers: Earth and Space Science

Essential Science for Teachers: Life Science

Essential Science for Teachers: Physical Science

Learning Science Through Inquiry

Science in Focus: Energy

Science in Focus: Force and Motion

Course Management

If you have any questions, please contact ETV at 1-888-761-8132 or jones@scetv.org.

Payment Address:
SCETV Education
Attn: Erical Jones
1041 George Rogers Blvd.
Columbia, SC 29201

SC Department of Education
Office of Educator Services
REQUEST FOR CHANGE/ACTION FORM

Please review this document for course specifics (curriculum, structure and general directions)

Common Questions on Annenberg Videos

ETV recertification courses are only open to educators with a SC teaching certificate.

ETV provides Office of Educator Certification approved recertification courses. All courses are professional development courses only and may be used for certificate renewal credit. These courses cannot be used to satisfy undergraduate or graduate degree program requirements.

It is the **EDUCATOR'S RESPONSIBILITY** to contact a district professional development coordinator and/or an Office of Educator Certification analyst **PRIOR TO REGISTRATION** to determine if ETV offerings will meet professional development plan and/or certificate renewal requirements.

If you have questions concerning your certification status, check the Office of Educator Services Web site: http://www.ed.sc.gov/agency/se/Educator-

Teaching Reading: K-2 Workshop

Teaching Reading: K-2 Workshop: A Library of Classroom Practices

Teaching Reading: 3-5 Workshop

Conversations in Literature

Engaging with Literature

In Search of the Novel

Inside Writing Communities

Making Meaning in Literature

Teaching Multicultural Literature: A Workshop for the Middle Grades

Write in the Middle: A Workshop for Middle School Teachers

MATHEMATICS

Mathematics: What's the Big Idea?

The Missing Link

Science in Focus: Shedding Light on Science

The Science of Teaching Science

The Habitable Planet: A System Approach to Environmental Science (New)

SOCIAL STUDIES

Social Studies in Action: A Teaching Practices Library, K-5

Social Studies in Action: A Teaching Practices LIbrary, 6-12

Making Civics Real: A Workshop for Teachers

Social Studies in Action

Teaching Geography-Annenberg CPB

The Economics Classroom

Primary Sources: Workshops in American History

Certification-Recruitment-and-Preparation/Certification/

OTHER ONE HOUR COURSES

Take on the South with Dr. Walter Edgar

Enviromental Awarness and Conservation in SC and Beyond, Part 1

SC Teachers on Teaching, Series 1

SC Teachers on Teaching, Series II (NEW Spring I)

A Literary Tour of SC, Series I (NEW Spring I)

Career Education for Student Success, Series I (NEW Spring I)

SC Chronicles Series I: Geography, Native Americans & Colonial Period

SC Chronicles Series II: The Winds of Discontent

SC Chronicles Series III: Post Revolutionary

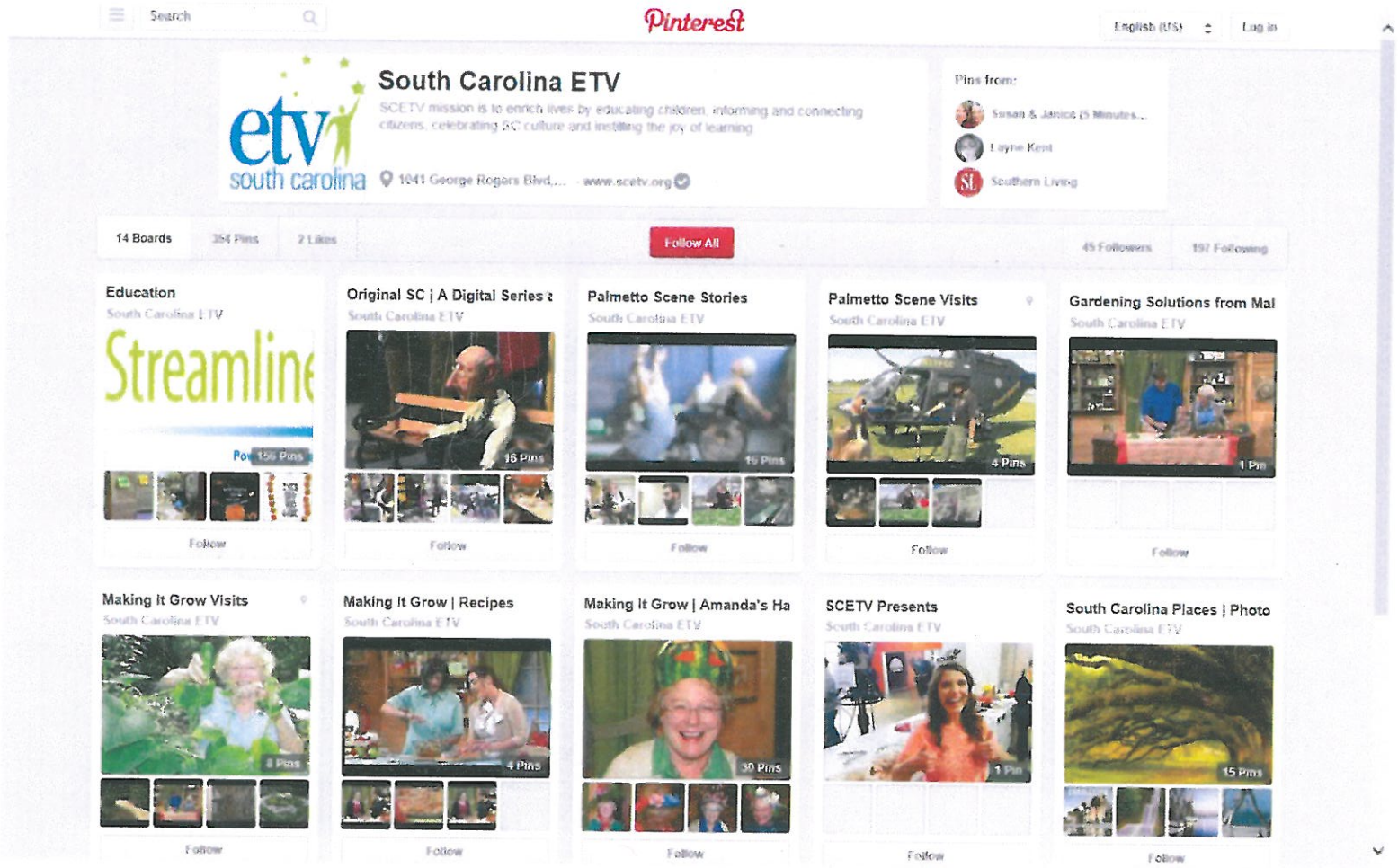
SC Chronicles Series IV: Civil War

SC Chronicles Series V: Art and Culture

SC Chronicles VI: Reconstruction Era

SC Chronicles VII - Entering the 20th Century (NEW Spring I)

New ETV Education Pinterest Board – Get inspired and Share ideas



While providing thousands of educational programs free to public, private, and home schools, ETV also offers an array of professional development opportunities, including certified renewal and graduate credit courses. We'll be sharing the latest information on this valuable content and course offerings on the ETV Education Pinterest Board.

The Pinterest Board gives educators in our state the opportunity to share and contribute educational content, lesson plans, and curriculum subjects.

http://www.pinterest.com/scetv/

2014 Teacher Survey Summary

ETV Education Services Survey
http://svy.mk/ICcA3w

SurveyMonkey

1. Please tell us about yourself.

	Response Percent	Response Count
Name (optional)	87.9%	1,778
District	98.3%	1,987
School	**99.4%**	**2,010**
Position, and grade level if applicable	99.0%	2,002
eMail	99.1%	2,004
answered question		**2,022**
skipped question		**0**

2. Please rate the need for the following professional development topics.

	Very important	Important	Moderate	Not needed at this time	Not applicable	Rating Average	Rating Count
Common Core	**56.0% (1,131)**	27.2% (549)	11.7% (236)	3.2% (65)	1.8% (37)	1.68	2,018
Ways to integrate K12 online resources	**46.6% (941)**	36.2% (731)	12.5% (253)	3.5% (71)	1.1% (22)	1.76	2,018
Project based learning	**43.0% (868)**	35.7% (721)	16.8% (339)	3.4% (69)	1.0% (21)	1.84	2,018
Basic ETV resources	26.2% (529)	**38.9% (785)**	27.0% (544)	6.9% (139)	1.0% (21)	2.18	2,018
Connecting Family, Community and Schools	**40.8% (824)**	32.7% (660)	19.3% (389)	6.1% (124)	1.0% (21)	1.94	2,018
Reading Literacy	**58.5% (1,180)**	26.6% (537)	10.3% (208)	3.3% (66)	1.3% (27)	1.62	2,018
Video on mobile devices	27.6% (557)	**34.3% (692)**	25.1% (506)	11.3% (228)	1.7% (35)	2.25	2,018
Preparing student access to ETV resources	24.9% (502)	**37.5% (756)**	28.0% (565)	8.0% (161)	1.7% (34)	2.24	2,018
STEM	**33.7% (680)**	33.3% (671)	19.0% (384)	6.8% (138)	7.2% (145)	2.21	2,018
				Other (please specify PD needed not listed)			122
						answered question	**2,018**
						skipped question	**4**

3. Have you ever participated in an ETV hands-on, presentation, or blended training? (Trainers- Debbie Jarrett, Donna Thompson, Dianne Gregory, or others)

	Response Percent	Response Count
Yes	19.0%	384
No	**81.1%**	**1,639**
If yes, please tell us a little about your experience.		354
answered question		**2,022**
skipped question		**0**

4. Have you ever participated in an ETV online recertification course?

	Response Percent	Response Count
TeacherLine Southeast	6.5%	132
ETV Teacher Recertification (previously eMedia courses)	10.2%	207
Teacher Step	0.3%	6
No, but I'm interested in participating	**67.9%**	**1,372**
No, I'm only interested in face-to-face	5.6%	113
Not interested	11.6%	235
Other (please specify)		77
answered question		**2,022**
skipped question		**0**

5. What kind(s) of content or services are the most useful to you?

	Response Percent	Response Count
Curriculum support	**70.6%**	**1,427**
Staff development	34.8%	704
Recertification credit	62.8%	1,269
Administration or leadership programs	14.7%	298
K-12 informational programs for parents or the community	23.1%	467
None needed	1.3%	26
Other (please specify)		79
answered question		**2,022**
skipped question		**0**

6. What is the best method for delivering content or services? You can choose more than one...

	Response Percent	Response Count
Broadcasting	19.0%	384
District IP portal live and on-demand	24.4%	493
Internet	**96.1%**	**1,943**
Mobile	19.1%	386
Other (please specify)		31
answered question		**2,022**
skipped question		**0**

7. Would you be interested in ETV creating a digital textbook?

	Response Percent	Response Count
Yes	**66.7%**	**1,349**
No	33.6%	680
If yes, in what content areas (Social Studies, Art, Health, Other)?		948
	answered question	**2,022**
	skipped question	**0**

8. How often is Internet used in your daily classroom activities?

	none	infrequently	limited	often	extensively	Rating Average	Rating Count
	1.6% (32)	3.7% (75)	11.3% (228)	**44.5% (899)**	39.0% (788)	4.16	2,022
						answered question	**2,022**
						skipped question	**0**

9. How important is Internet access for students outside of school/classroom?

	not at all	somewhat	very important	required	Rating Average	Rating Count
	1.6% (32)	20.9% (423)	**64.7% (1,308)**	12.8% (259)	2.89	2,022
					answered question	**2,022**
					skipped question	**0**

10. Which of these ETV Education services do you use?

	Yes	No, but willing to explore	Not applicable	Rating Count
StreamlineSC	**77.5% (1,568)**	18.8% (380)	3.7% (74)	2,022
Knowitall.org	**45.3% (915)**	44.8% (906)	9.9% (201)	2,022
Teacher Courses (online professional development recertification)	19.8% (401)	**71.1% (1,436)**	9.1% (184)	2,021
PBS LearningMedia	26.8% (542)	**64.0% (1,294)**	9.2% (186)	2,022
PBS broadcast programs (i.e. Nova, Frontline, Nature, American Experience)	**49.2% (994)**	41.3% (835)	9.5% (192)	2,021
ETV Kids and Literacy programming, mobile apps, or interactive games (i.e. Curious George, Super Why, Sesame Street, Peg & Cat)	**36.8% (743)**	35.7% (721)	27.6% (557)	2,021
OnePlaceSC	24.0% (486)	**61.1% (1,234)**	14.9% (301)	2,021
ETV's Edmodo Common Core	18.8% (379)	**69.5% (1,404)**	11.8% (238)	2,021
Digital Education Service (DES) and IP video portal systems	12.6% (255)	**68.3% (1,381)**	19.1% (386)	2,022
Fast Forward for Adult Education	1.4% (28)	41.2% (832)	**57.4% (1,161)**	2,021
			Other (please specify)	27
			answered question	**2,022**
			skipped question	**0**

11. Have any of the ETV services you employed, content or professional development, helped you better facilitate learning, or improve student performance or engagement?

	Response Percent	Response Count
Yes	**80.5%**	**1,625**
No	3.0%	60
Do not currently use ETV	16.5%	334
answered question		**2,019**
skipped question		**3**

12. What is the single service that would make a difference in helping your students learn?

	Response Count
	2,022
answered question	**2,022**
skipped question	**0**

13. We welcome all suggestions or comments...Thank you for all you do!

	Response Count
	367
answered question	**367**
skipped question	**1,655**

ETV's Summer Teaching Workshop Outlines and Flyers

ETV Summer Technology Workshops for Educators

On July 29, 30 and 31, ETV is hosting a Technology Conference at the ETV Studios in Columbia and ETV will be offering week-long, hands-on recertification courses around the state throughout the summer!

ETV Technology Conference is back by popular demand at ETV's Columbia facility July 29-31. Educators may participate one, two or all three days! Through multiple break-out sessions, we'll explore many ways to integrate technology in and out of the classroom to engage students in learning. Registration will open April 8.

We are looking for presenters for our July 29-31 ETV Technology Conference in Columbia. If you are interested, please complete form at https://scetved.wufoo.com/forms/etv-technology-conference-presenter-proposal/ by March 21.

ETV is also offering week-long, hands-on recertification courses (60 renewal credits), around the state. "Using Video in the Classroom" will cover ETV Services, Digital Storytelling, Movie Maker and the use of Video Cameras. In addition, we are offering a new course, "iBloom: Using the Internet and iPads to Support Bloom's Taxonomy," which will cover the use of free webtools and apps to use in the classroom for Project Based Learning and Flipping the Classroom. Watch the Streamline website for locations near you.

Plus … If your district would like to sponsor one of the week-long, hands-on recertification courses in your district this summer, please contact Donna Thompson at dthompson@scetv.org or Debbie Jarrett at djarrett@scetv.org. Cost is $1500 for the first 15 teachers and $200 for each additional attendee. Our weeks will fill up fast so make plans and contact us early!

Free ETV hands-on workshops available at your location.

Basic Training - ETV StreamlineSC (Basic Streamline)
Let us help you address the variety of learning styles in your classroom with ETV StreamlineSC. Did you know…there is free access available to over 5,000 videos, 39,000+ video clips correlated to the SC Standards, as well as articles, songs, sound effects, historical speeches, an historical events calendar, quizzes, lesson plans, writing prompts and much more. Learn how easy it is to enhance your lessons with instructional gems to motivate your students. (1 to 2 hours)

Streamline "Builders"
Learn how to create a Quiz, Assignment and/or a Writing Prompt in ETV StreamlineSC. You need to have a Streamline (*unitedstreaming*) account and be familiar with Streamline before taking this class. (1 to 2 hours)

Movie Maker
Windows Movie Maker is free editing software that is already preloaded on most computers. In this workshop you'll learn how to edit StreamlineSC video clips, including importing video and pictures, adding special effects, text and music. (1.5 to 2 hours)

It's a snap - create your own instructional videos with Photo Story and StreamlineSC! (Digital Storytelling)
Learn how you and your students can use copyright free photos and images from StreamlineSC to create great instructional projects with Microsoft's **free** program Photo Story 3. With Photo Story, you can easily combine StreamlineSC's images with your own digital photos and voice narration - and Photo Story's copyright free music - to create great instructional projects. Sample projects and ideas will be discussed and presented, and you'll have lots of hands-on time to create your own Photo Story! (1 to 2 hours)

Lights, Cameras, Action!: Using Small Video Cameras in the Classroom
See how easy it is to take a small video camera and create video for your classroom. Students of any age can use these point and shoot video recorders without any training from the teacher. After the recordings are made the camera simply plugs in to the computer as a USB flash drive. No cables and no tapes to deal with. Students record digital footage inside and outside the classroom and use simple video editing tools like Microsoft's Movie Maker or Apple's iMovie to demonstrate what they have learned. (Cameras will be provided for use in the session.). (1.5 to 2 hours)
Contacts: Debbie Jarrett (djarrett@scetv.org) or Donna Thompson (dthompson@scetv.org)

Knowitall.org
Knowitall.org is ETV's free, Web-based multimedia portal featuring a collection of interactive sites for K-12 teachers, parents, and students. You'll find award- winning, animated games and simulations, virtual field trips, research resources, close-up investigations of the environment and much more! This valuable educational tool will enhance learning by allowing children to interact with quality, standards-based information and content. Come take a fun, in-depth tour and **become a certified Knowitall!** (1 to 2 hours) **Contact: Brack Clemons (bclemons@scetv.org)**

OnePlaceSC - One User Name, One Password and One Integrated Search
ETV's *OnePlaceSC* allows educators to search quality educational content to assist in focusing on instruction, not managing classroom resources. It contains a TV guide feature displaying all of ETV's satellite and broadcast live programming which can be streamed on-demand, including current Staff Development programs. Using their existing StreamlineSC username and password, educators are able to explore all of the wonderful educational tools in ETV's *OnePlaceSC*. **Contact: Brack Clemons (bclemons@scetv.org)**

ETV is offering summer week-long, hands-on recertification classes around the state. These classes award 60 renewal credits. There are two topics:

- "Using Video in the Classroom" covers ETV services, Digital Storytelling, Movie Maker or iMovie, use of Video Cameras, and webtools.

- "iBloom: Using the Internet and iPads to Support Bloom's Taxonomy" covers the use of free webtools and apps for use in the classroom for Project Based Learning and Flipping the Classroom.

These summer classes are sponsored by districts around the state and may be hosted in a location near you! If your district is hosting a class, see your Staff Development Coordinator to register. These week-long recertificaiton offerings are also open to individual registrants outside of the host district at the cost of $200.00.

Scan this QR code to register:

Or contact: Donna Thompson: dthompson@scetv.org

Debbie Jarett: djarrett@scetv.org

Or go to streamlinesc.org

etvStreamlineSC

2013-2014 Training Counts

Education Training Data Counts for the school year 2013-2014

Start Date	Location	Group	District	Number of Sessions	Total Attendance	Conference Attendance	Topics (Optional)
7/8/2013	College of Charleston	Early Childhood	Southeast			200	
7/16/2013	College of Charleston	Adult Ed ITEAC	State	2	37		Streamline; iMovie; ETV Resources
8/1/2013	Allendale-Fairfax HS	District	Allendale	1	26		Streamline; ETV Resources
8/14/2013	Spartanburg HS	District	Spartanburg 7	3	61		Streamline; ETV Resources
8/15/2013	Rainbow Lakes MS	District	Spartanburg 2	2	47		Streamline; ETV Resources
9/10/2013	Winthrop University	Preservice Teachers	Higher Ed - Rock Hill	1	20		Streamline; ETV Resources
9/24/2013	Allendale-Fairfax HS	School	Allendale	6	48		Streamline; ETV Resources
10/9/2013	SC Virtual Charter Schools Office	State	State	1	15		Streamline; ETV Resources
10/23/2013	USC (Cola. Jewish Center	Preservice Teachers	Higher Ed	1	20		Streamline; ETV Resources
11/4/2013	Pendleton HS	District	Anderson 4	1	28		Streamline; ETV Resources
11/8/2013	Northside Christian Academy-Lexington	SCISA South Carolina Independent Schools Assoc.	State	2	37	500	Streamline; ETV Resources
11/21/2013	Kelly Mill Middle School Career Fair	School	Richland 2			1300	Streamline; ETV Resources
1/13/2014	Denmark-Olar HS	District	Bamberg 2	2	28		Streamline; ETV Resources
1/17/2014	Wade Hampton HS	District	Hampton 1	3	69		Streamline; ETV Resources
2/3/2014	Coastal Carolina University	Preservice Teachers	Higher Ed	1	16		Streamline; ETV Resources
3/27/2014	Boiling-Springs Middle School	District	Spartanburg 2	6	61		Streamline; ETV Resources
3/29/2014	Columbia Convention Center	District	Richland 1	1	60		Streamline; ETV Resources
4/3/2014	Myrtle Beach, TLC Conference	Adult Ed Conference	State	1	20	250	Streamline; ETV Resources
6/15/2014	SCASA Conference, Embassy Suites, Kingston Plantation	SC Association of School Admin.	State			1800	
6/19/2014	Memminger Elementary, Charleston	CofC Early Childhood Conference	Southeast			177	
6/22/2014	TD Convention Center, Greenville	Education Business Summit	State	1	25	1250	Streamline; ETV Resources
7/9/2013	UTC	State	State	2	40	1000	ETV Does That
7/17/2013	Carver Elementary	School	Florence 1	1	1		News Show
7/22/2013	ETV	School	State	5	60		Video in the Classroom
7/29/2013	Georgetown High	District	Georgetown	4	52		Video in the Classroom
8/5/2013	Lancaster Adult Center	District	Lancaster	5	90		Video in the Classroom
8/12/2013	Allendale	District	Allendale	4	116		Streamline
8/14/2013	Colleton	District	Colleton	4	38		Streamline

Start Date	Location	Group	District	Number of Sessions	Total Attendance	Conference Attendance	Topics (Optional)
8/15/2013	Marlboro	District	Marlboro	2	43		Cameras, Streamline
8/20/2013	Crestview Elem	School	Greenville	1	1		News Show
8/27/2013	Coastal Carolina University	HIgher Ed	Higher Ed - Myrtle Beach	2	28		Streamline
9/10/2013	Bamberg	District	Bamberg 2	2	6		VBrick/Portal
9/12/2013	Whitmire Community	School	Newberry	1	1		News Show
9/18/2013	Jonakin Middle	District	Marion	1	8		News Show, VBrick/Portal
9/19/2013	Johnsonville Elem & High	School	Florence 5	2	2		News Show
9/23/2013	Edisto Elementary	School	Orangeburg 4	1	1		News Show
9/24/2013	Blenheim Elementary	District	Marlboro	1	5		VBrick/Portal
9/24/2013	Whitmire Community	School	Newberry	1	1		News Show
9/26/2013	Summerfield Elementary	School	Spartanburg 3	1	1		News Show
9/27/2013	Ruby Middle	School	Chesterfield	1	20		ETV Does That
10/1/2013	USC	Higher Ed	Higher Ed - Columbia	1	16		Streamline
10/4/2013	Spartanburg 5	District	Spartanburg 5	4	27		Streamline
10/5/2013	Converse College	Higher Ed	Higher Ed - Spartanburg	1	25		iPads, Streamline
10/7/2013	W. A. Perry Middle	School	Richland 1	1	1		News Show
10/9/2013	Ed Tech	State	State	3	195	800	Webtools, Student Access, iPads
10/14/2013	USC	Higher Ed	Higher Ed - Columbia	1	6		Streamline
10/15/2013	Swansea	District	Lexington 4	1	3		VBrick/Portal
10/15/2013	Williston MIddle/Elementary	District	Barnwell 29	1	40		Video Cameras
10/16/2013	Lakeside Middle	School	Anderson 5	1	16		Webtools, Streamline
10/17/2013	Williamsburg - Counselors	State	State	1	10		Streamline
10/17/2013	Georgetown High	School	Georgetown	1	10		Movie Maker
10/18/2013	Georgetown High	School	Georgetown	3	67		Movie Maker
10/21/2013	USC	Higher Ed	Higher Ed - Columbia	1	12		Streamline
10/23/2013	Hunt Meadows Elementary	School	Anderson 1	1	1		News Shows
10/25/2013	Beech Springs Intermediate	School	Spartanburg 5	1	20		iPads
10/26/2013	Converse College	Higher Ed	HIgher Ed - Spartanburg	1	32		iMovie, Streamline
11/1/2013	SC Virtual Charter Schools	State	State	1	20		Student Access
11/12/2013	Williston MIddle/Elementary	District	Barnwell 29	1	35		Streamline
11/13/2013	Hampton	District	Hampton 1	1	10		iPad
11/15/2013	SC Virtual Charter Schools	State	State	1	20		Streamline

Start Date	Location	Group	District	Number of Sessions	Total Attendance	Conference Attendance	Topics (Optional)
11/19/2013	Coastal Carolina University	Higher Ed	Higher Ed - Myrtle Beach	3	54		Streamline
11/19/2013	Johnsonville Elem	School	Florence 5	1	1		News Shows
12/3/2013	Whitmire Community	School	Newberry	1	1		News Shows
12/4/2013	Barnwell Elementary	School	Barnwell 45	1	6		VBrick/Portal
12/11/2013	Blue Ribbon Conference	State	State	3	30		Webtools, QR Codes, PBS LM
1/10/2014	Technical Colleges	State	State	1	15		Digital Storytelling
1/16/2014	Whitmire Community	School	Newberry	1	6		News Shows
1/17/2014	Clover High	District	Clover	5	91		iMovie, Student Access
1/23/2014	Carver Elementary	School	Florence 1	1	1		News Shows
2/3/2014	Furman University	Higher Ed	Higher Ed - Greenville	1	15		Streamline
2/14/2014	Berkeley County	District	Berkeley	4	101		iMovie, News, Webtools, Streamline
2/18/2014	Mauldin High	School	Greenville	6	35		Streamline
2/20/2014	School Boards Conference	State	State			600	
2/25/2014	Charleston Southern University	Higher Ed	Higher Ed - Myrtle Beach	1	20		Streamline
2/26/2014	Greenville High	School	Greenville	1	25		iMovie
3/5/2014	Aiken County	District	Aiken	2	26		QR Codes, iMovie
3/11/2014	Williston MIddle/Elementary	District	Barnwell 29	1	14		Streamline
3/12/2014	SCASL	State	State			400	
3/17/2014	Oconee County	District	Oconee	2	21		VBrick/Portal
3/26/2014	Greenville High	School	Greenville	1	20		Streamline
4/8/2014	Coastal Carolina University	Higher Ed	Higher Ed - Myrtle Beach	1	17		Streamline
4/9/2014	Horry County Tech Expo	District	Horry			500	
5/1/2014	Homeschool Event-Chapin	Homeschool	Homeschool - Chapin			60	
6/11/2014	Midlands Sumitt (by Richland 2)	State	State	3	54	600	iMovie, Webtools, Digital Storytelling
6/16/2014	Video at Barnwell	State	State	5	60		Video in the Classroom
6/23/2014	Video at Anderson 1 & 2	State	State	5	70		Video in the Classroom
7/7/2013	UTC	State	State	6	111		Webtools, ETV Resources, iMovie
7/15/2013	Glenview Middle	District	Anderson 5	5	95		Video in the Classroom class
7/22/2013	Denmark-Olar Middle	District	Bamberg 2	5	40		Video in the Classroom class
7/29/2013	Wade Hampton High	District	Hampton 1	5	100		Video in the Classroom class
8/5/2013	Palmetto High	District	Anderson 1	1	24		iPads

Start Date	Location	Group	District	Number of Sessions	Total Attendance	Conference Attendance	Topics (Optional)
8/6/2013	Glenview Middle	District	Anderson 5	4	90		Streamline, DST
8/8/2013	SC Archives/International Teachers	State	State	1	32		Streamline
8/9/2013	Sandhills School	School	Private - Richland	1	16		Streamline, Webtools
8/12/2013	Doby's Mill Elementary	School	Kershaw	2	41		iPads
8/13/2013	Beaufort Academy	School	Private - Beaufort	3	76		Streamline, Webtools
8/14/2013	Newberry High	District	Newberry	4	99		iPads, Webtools
8/15/2013	Ocean Bay Middle	District	Horry	2	43		Streamline, iPads
8/16/2013	Mauldin High	District	Greenville	3	42		Admin
8/19/2013	Ocean Bay Middle	District	Horry	2	32		iPads
8/20/2013	Spartanburg Christian	School	Private - Spartanburg	1	15		Streamline
8/22/2013	Newberry Middle	School	Newberry	1	12		Infuse Learning
8/26/2013	SC Calvert Academy	School	Virtual - State	1	12		Streamline
8/27/2013	Fairfield Co DO	District	Fairfield	1	11		Webtools
8/29/2013	Winthrop University	Higher Ed	Higher Ed - Rock Hill	1	21		Streamline
9/4/2013	Glenview Middle	School	Anderson 5	3	35		Streamline
9/5/2013	College of Charleston	Higher Ed	Higher Ed - Charleston	1	16		Streamline
9/9/2013	Winthrop University	Higher Ed	Higher Ed - Rock Hill	2	43		Streamline
9/10/2013	Belton Middle	School	Anderson 2	4	30		Streamline
9/11/2013	Newberry High	District	Newberry	1	17		Streamline
9/12/2013	Bridge Creek Elementary	School	Richland 2	6	26		Streamline
9/16/2013	Maudlin Middle	School	Greenville	1	20		Streamline
9/17/2013	Oakview Elementary	School	Greenville	1	10		Movie Maker
9/18/2013	Bethel Elementary	School	Greenville	1	8		Streamline
9/19/2013	Francis Marion University	Higher Ed	Higher Ed	1	19		Streamline
9/24/2013	Southern Weselyn University	Higher Ed	Higher Ed	1	8		Streamline
9/25/2013	Knightsville Elementary	School	Dorchester 2	3	69		Streamline, Webtools
9/26/2013	Honea Path Middle	School	Anderson 2	4	22		Streamline
9/26/2013	SC Social Studies Conference	State	State	1	8	350	Streamline
10/2/2013	Robert E Lee Academy	School	Private - Lee	1	18		Streamline
10/4/2013	Student Engagement Conference	District	Rock Hill	2	46		iPads, Streamline
10/7/2013	Prosperity-Rikard Elementary	School	Newberry	1	23		Streamline
10/8/2013	McCants Middle	School	Anderson 5	4	26		Streamline

Start Date	Location	Group	District	Number of Sessions	Total Attendance	Conference Attendance	Topics (Optional)
10/14/2013	York High	District	York	4	75		Streamline, KIA
10/15/2013	McLaurin Elementary	School	Florence 1	1	53		iPads
10/17/2013	Bryson Middle	School	Greenville	2	69		KIA, Webtools
10/21/2013	Nursery Road Elementary	School	Lexington 5	6	26		Webtools
10/21/2013	Columbia College	Higher Ed	Higher Ed - Columbia	1	22		Streamline
10/23/2013	SC Math Conference	State	State			800	
11/5/2013	Belton Middle	School	Anderson 2	4	22		Streamline
11/7/2013	USCB	Higher Ed	Higher Ed - Beaufort	1	16		Streamline
11/11/2013	Palmetto Elementary	School	Anderson 1	1	18		iPads
11/11/2013	Crossroads Middle	District	Lexington 5	1	28		Streamline
11/12/2013	Orangeburg 5 DO	District	Orangeburg 5	1	28		Streamline, KIA
11/12/2013	McLaurin Elementary	School	Florence 1	1	53		iPads
11/13/2013	Hampton 1	District	Hampton 1	1	16		Webtools
11/14/2013	Honea Path Middle	School	Anderson 2	3	22		Webtools
11/19/2013	Glenview Middle	School	Anderson 5	3	28		Webtools
11/20/2013	Royal Elementary	School	Florence 1	6	44		Streamline
11/21/2013	Fairfield Co DO	District	Fairfield	2	23		Webtools
12/4/2013	Wright Elementary	School	Anderson 2	3	22		ETV Resources
12/10/2013	Hilton Head Island Elementary	School	Beaufort	6	16		Streamline
1/3/2014	Five Oaks Academy	School	Private - Greenville	3	22		Streamline, KIA, Webtools
1/10/2014	SCVCS	School	Virtual	1	29		Streamline
1/13/2014	Ashley Ridge High	District	Dorchester 2	4	64		ETV Resources
1/14/2014	Converse College	Higher Ed	Higher Ed - Spartanburg	2	26		Streamline
1/14/2014	Spartanburg 7	District	Spartanburg 7	1	50		Streamline
1/15/2014	McLaurin Elementary	School	Florence 1	1	46		iPads
1/16/2014	Fairfield Co DO	District	Fairfield	3	36		Webtools
1/17/2014	Clover High	District	Clover	5	140		Webtools, iPads
1/22/2014	Winthrop University	Higher Ed	Higher Ed - Rock Hill	2	30		Streamline
2/5/2014	USCB	Higher Ed	Higher Ed - Beaufort	1	19		Streamline
2/6/2014	Leaphart Elementary	School	Lexington 5	6	27		Streamline
2/7/2014	SCVCS	School	Virtual	1	16		ETV Resources
2/10/2014	Rock Hill Mentor Teqchers	District	Rock Hill	1	50		Streamline

Start Date	Location	Group	District	Number of Sessions	Total Attendance	Conference Attendance	Topics (Optional)
2/18/2014	Lex 5 Media Specialists	District	Lexington 5	1	15		Admin
2/19/2014	Glenview Middle	School	Anderson 5	3	26		Flipping Tools
2/20/2014	SC Reading Conference	State	State			800	
2/25/2014	Fairfield Middle	School	Fairfield	4	30		PBS LM
2/26/2014	Clover SS Teachers	District	Clover	1	12		Streamline
2/28/2014	SC Middle School Conference	State	State			500	
3/5/2014	Aiken Co TechFest	District	Aiken	2	38		Streamline, Webtools
3/10/2014	Palmetto Elementary	District	Anderson 1	1	16		iMovie
3/20/2014	Florence 1 Media Specialists	District	Florence 1	1	14		Admin
3/24/2014	Robert Anderson Middle	School	Anderson 5	3	24		Webtools, Flipping Tools
3/26/2014	Clover SS Teachers	District	Clover	1	16		Streamline
3/31/2014	Rock Hill New Teachers	District	Rock Hill	1	60		Streamline
4/3/2014	Fairfield Co DO	District	Fairfield	1	12		iMovie
4/8/2014	Beaufort Academy	School	Private - Beaufort	2	23		iMovie
4/15/2014	Spartanburg 7	District	Spartanburg 7	1	32		Streamline
4/22/2014	JL Mann High	School	Greenville	1	14		Streamline
4/23/2014	Fairfield Elementary	School	Fairfield	6	25		Streamline
5/7/2014	Wren High	School	Anderson 1	1	17		iMovie
5/8/2014	Wright Elementary	School	Anderson 2	1	25		Streamline
5/20/2014	Camp Bob Cooper	District	Florence 3	1	10		iMovie
5/21/2014	Winthrop University	Higher Ed	Higher Ed	1	21		Streamline
5/23/2014	Lead Academy	School	Charter	1	15		Chromebooks
6/2/2014	Orangeburg 4	District	Orangeburg 4	5	120		iBloom
6/9/2014	USC	Higher Ed	Higher Ed	1	16		Streamline
6/10/2014	Williamsburg Co	District	Williamsburg	2	36		Streamline, iPads
6/11/2014	UTC	State	State	5	147	900	Streamline, Webtools, Flipping Tools, Admin
6/16/2014	iBloom @ ETV	State	State	5	125		iBloom
6/23/2014	iBloom And 1 & 2	State	State	5	80		iBloom
TOTALS				**375**	**5842**	**12787**	

ETV Teacher Recertification Courses

ETV Teacher Recertification

One-hour/20 Renewal Credit Courses (Annenberg/CPB)

The ARTS

The Arts in Every Classroom – for teachers of grades K-5
The Arts in Every Classroom: A Video Library – for teachers of grades K-5
Connecting with the Arts: A Workshop for Middle Grades – for teachers of grades 6-8
Connecting with the Arts: A Teaching Practices Library – for teachers of grades 6-8

LITERATURE & LANGUAGE ARTS

Teaching Reading: K-2 Workshop
Teaching Reading: K-2 Workshop: A Library of Classroom Practices
Teaching Reading: 3-5 Workshop
Engaging with Literature: A Workshop for Teachers – for teachers of grades 3-5
Inside Writing Communities – for teachers of grades 3-5
Write in the Middle: A Workshop for Middle School Teachers – grades 5-8
Making Meaning in Literature: A Workshop for Teachers – for teachers of grades 6-8
Teaching Multicultural Literature: A Workshop for the Middle Grades – grades 6-8
Artifacts & Fiction: Workshop in American Literature – for teachers of grades 6-12
Conversations in Literature – for teachers of grades 6-12
In Search of the Novel – for teachers of grades 6-12

MATH

Mathematics: What's the Big Idea? – for teachers of grades K-8
The Missing Link – for teachers of grades 5-8

SCIENCE

Science in Focus: Shedding Light on Science – for teachers of grades K-5
Essential Science for Teachers: Earth and Space Science – for teachers of grades K-6
Essential Science for Teachers: Life Science – for teachers of grades K-6
Essential Science for Teachers: Physical Science – for teachers of grades K-6
Science in Focus: Energy – for teachers of grades K-6
Learning Science Through Inquiry – for teachers of grades K-8
Science in Focus: Force and Motion – for teachers of grades K-8
The Science of Teaching Science – for teachers of grades K-8
The Habitable Planet: A Systems Approach to Environmental Science – for teachers of grades 6-12

SOCIAL STUDIES

Social Studies in Action: A Methodology Workshop – for teachers of grades K-5
Social Studies in Action: A Teaching Practices Library, K-5
Social Studies in Action: A Teaching Practices Library, 6-12
Teaching Geography – Annenberg/CPB – for teachers of grades 7-12
The Economics Classroom – for teachers of grades 9-12
Primary Sources: Workshops in American History – for teachers of grades 9-12
Making Civics Real: A Workshop for Teachers – for teachers of grades 9-12

Other ETV One-hour/20 Renewal Credit Courses

Environmental Awareness & Conservation in SC and Beyond, Part 1 – for teachers of all grades
Take on the South with Dr. Walter Edgar – for teachers of grades 6-12
NEFE® Financial Literacy Workshop – for teachers of grades 7-12
A Literary Tour of SC, Series I – for teachers of all grades
Career Education for Student Success, Series I – for teachers of all grades
SC Teachers on Teaching, Series I – for teachers of all grades
SC Teachers on Teaching, Series II – for teachers of all grades
SC Chronicles Series I: Geography, Native Americans & Colonial Period
SC Chronicles Series II: The Winds of Discontent
SC Chronicles Series III: Post Revolutionary
SC Chronicles Series IV: Civil War (*SC Chronicles* courses - for teachers of all grades)
SC Chronicles Series V: Art and Culture
SC Chronicles Series VI: Reconstruction Era
SC Chronicles Series VII: Entering the 20th Century

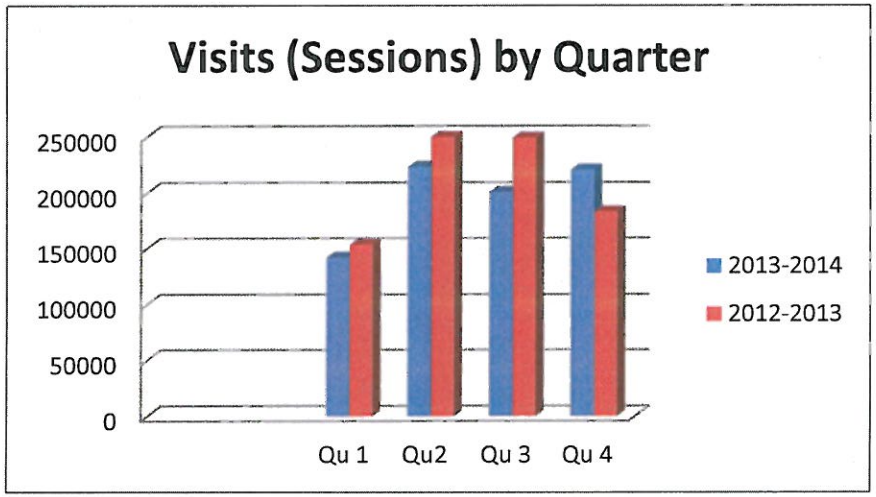
Special Three-hour/60 Renewal Credit Course

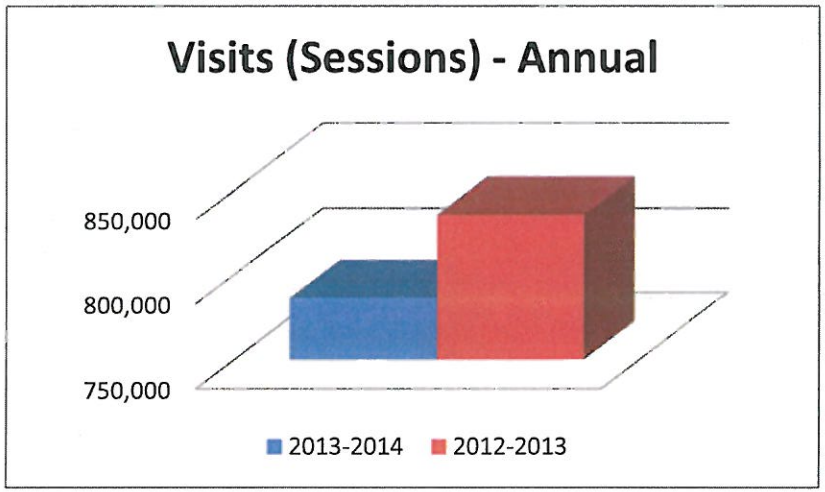
Natural History In and Out of the Classroom with Rudy Mancke (for teachers of all grades)

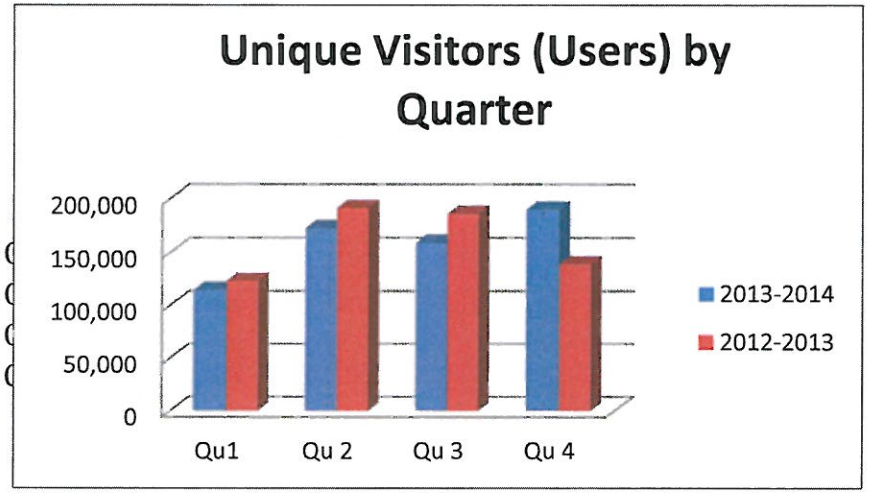
Knowitall 2012-2013 and 2013-2014
(Sessions, Users, and Views)

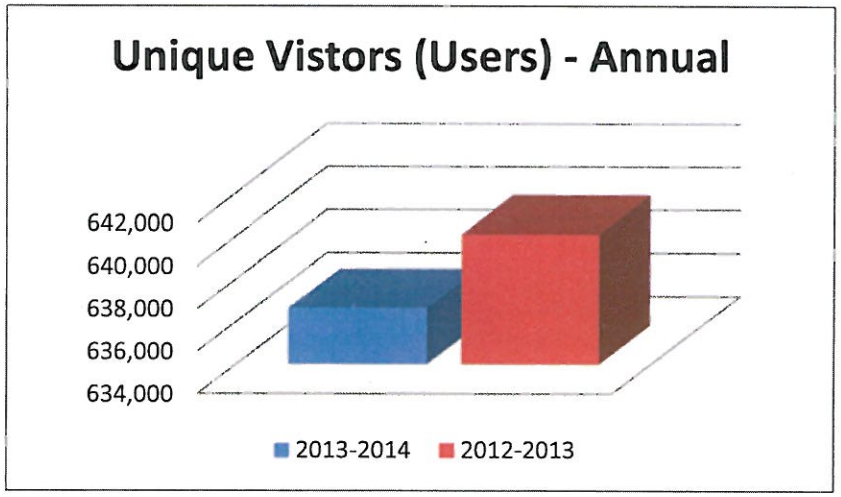
KNOWITALL ANNUAL - 2013-2014 vs 2012-2013

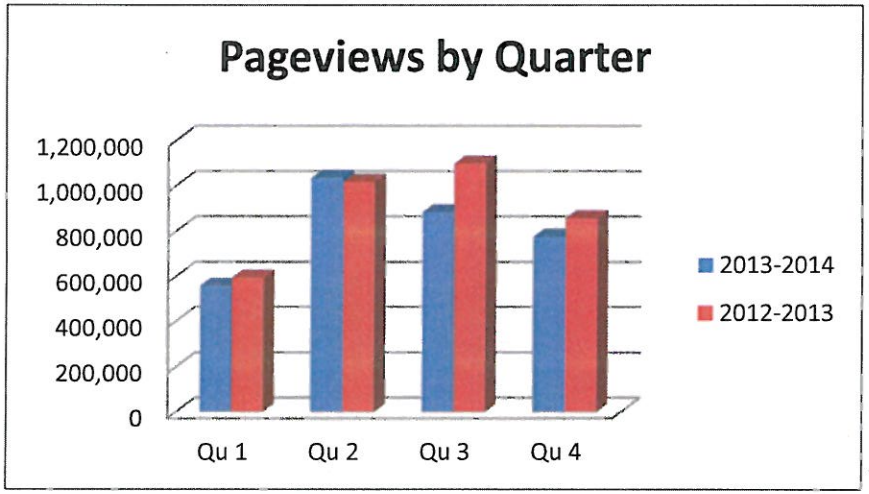
Name	Visits (Sessions)		Unique Visitors (Users)		Page Views	
	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013
Qu 1	141,747	153,320	114,692	123,489	557,043	594,231
Qu2	223,168	249,997	172,624	191,375	1,033,681	1,016,261
Qu 3	200,856	249,177	159,203	185,987	882,511	1,097,279
Qu 4	220,487	183,164	190,127	139,219	775,356	856,851
TOTAL	**786,258**	**835,658**	**636,646**	**640,070**	**3,248,591**	**3,564,622**

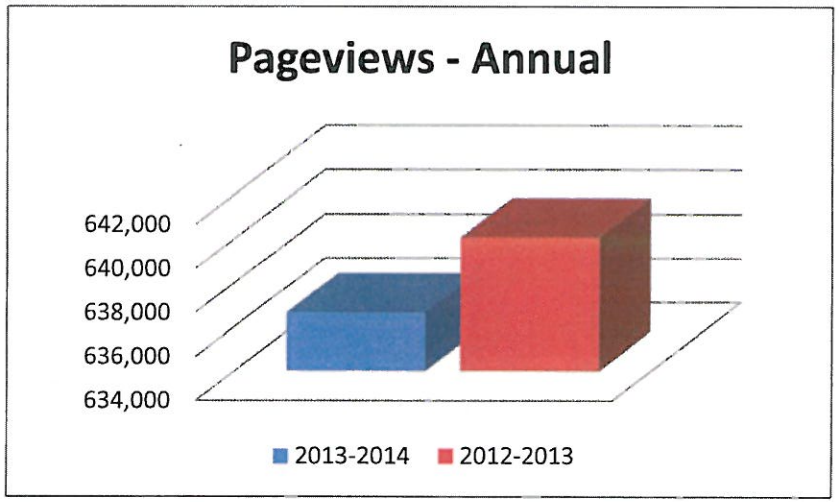




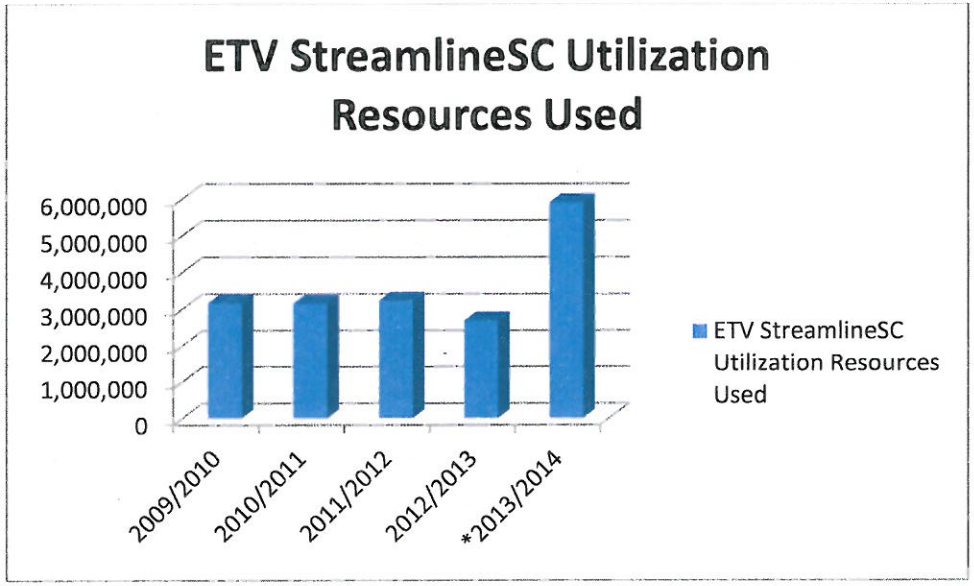

Unique Visitors (Users) by Quarter
200,000
150,000
100,000
50,000
0
Qu1
Qu 2
Qu 3
Qu 4
2013-2014
2012-2013


Unique Vistors (Users) - Annual
642,000
640,000
638,000
636,000
634,000
2013-2014
2012-2013


Pageviews by Quarter
1,200,000
1,000,000
800,000
600,000
400,000
200,000
0
Qu 1
Qu 2
Qu 3
Qu 4
2013-2014
2012-2013


Pageviews - Annual
642,000
640,000
638,000
636,000
634,000
2013-2014
2012-2013

StreamlineSC Utilization Summary and Counts by District



*More measurement of assets (non-video and interactives) were included for the 2013-3014 reporting period. These measurements were not included in the earlier reporting periods.

Account	Logins	Videos Streamed	Segments Streamed	Videos Downloaded	Local Host Vids/Segs download/ NM	Total Vids/Segs	Images	Assignments	Reading Passages	Simulations	Virtual Labs	Other	Total Non-Videos	Total
ABBEVILLE	8,468	4,569	2,279	189	1,122	8,290	186		3			522	743	9,033
AIKEN	92	60	6	4		70						2	2	72
AIKEN -AREA 1	22,893	10,244	5,763	941	4,146	21,527	324	2	18		5	1,428	1,868	23,395
AIKEN -AREA 2	16,374	7,722	3,754	615	3,492	15,913	206		14		2	1,006	1,284	17,197
AIKEN -AREA 3	13,319	5,853	2,876	348	3,568	12,811	202	3	19		1	722	1,016	13,827
AIKEN -AREA 4	6,568	2,824	2,255	311	1,164	6,859	193	2	12		1	481	714	7,573
AIKEN -AREA 5	5,735	2,321	859	200	1,640	5,097	79		16			342	455	5,552
ALLENDALE 1	2,266	1,023	1,079	401		2,649	105	1	6			353	488	3,137
ANDERSON 1	17,384	6,258	4,390	803	2,820	14,820	233	7	12		2	923	1,219	16,039
ANDERSON 2	13,034	1,467	1,845	60	8,544	12,017	3,831	6	3		3	892	4,772	16,789
ANDERSON 3	2,813	222	276	129	1,381	2,240	79		7			405	539	2,779
ANDERSON 4	41,750	724	11,004	53	7,926	19,759	9,067	240	232		908	87,312	108,789	128,548
ANDERSON 5	22,922	5,149	3,853	822	12,482	23,064	1,224	8	12		3	2,004	3,359	26,423
BAMBERG 1	3,668	338	215	79	3,310	3,957	95	1			4	312	431	4,388
BARNWELL 19	3,158	2,102	1,260	146		3,553	125	1	2			139	284	3,837
BARNWELL 45	5,659	10,370	2,010	1,117		13,715	92		3			345	462	14,177
BEAUFORT	146,675	8,159	17,537	2,891	46,714	77,212	21,583	7,149	27,573	33,716	5,832	247,226	353,897	431,109
BERKELEY	121,482	50,931	35,983	3,864	35,762	128,100	4,345	49	54	79	2	10,086	15,352	143,452
CALHOUN	18,276	3,523	2,229	404		6,212	63	7				273	357	6,569
CHARLESTON	97,521	16,168	12,157	2,064	64,049	95,785	3,727	938	2,969	3,492	937	56,095	72,412	168,197
CHEROKEE 1	21,064	11,726	5,716	855	1,052	19,614	316	1	9	4		1,474	2,015	21,629
CHESTER	14,088	5,080	2,576	527	6,026	14,386	197		1	1		828	1,080	15,466
CHESTERFIELD	14,997	7,103	3,876	396	1,757	13,486	482			3		1,296	1,884	15,370
CLARENDON 1	2,033	1,281	1,184	60		2,611	89					246	348	2,959
CLARENDON 2	3,818	1,692	1,095	311	269	3,463	49	1		3	3	290	372	3,835
CLARENDON 3	1,785	740	607	303		1,730	63	1				125	199	1,929
CLOVER 2	12,158	5,131	3,171	1,194	56	10,134	161	1	1			566	831	10,965
LLETON	12,329	4,603	3,457	1,966	1,349	11,874	245	1	1			629	958	12,832
DARLINGTON	16,793	5,448	4,434	1,299	3,675	15,644	260	12	1	4		921	1,307	16,951
DENMARK-OLAR 2	2,333	1,066	1,305	52		2,600	163			1		425	609	3,209
DILLON 3	3,517	2,294	674	418		3,476	37		3			151	196	3,672
DILLON 4	17,308	5,711	4,918	387	6,890	18,645	438	2	2	2		1,195	1,789	20,434
DORCHESTER 2	70,413	25,211	33,258	5,988	2,547	70,102	23,703	252	373	765	9	24,359	51,050	121,152
DORCHESTER 4	3,923	1,485	1,627	718		4,075	122	1	2			382	543	4,618
EDGEFIELD	9,253	2,821	1,628	176	4,146	8,905	167	35		3		675	1,024	9,929
FAIRFIELD	9,627	3,568	2,646	1,607	1	8,139	726	29	40	94	4	1,788	2,949	11,088
FLORENCE 1	64,398	17,322	27,038	978	28,920	74,974	9,746	12		12		5,648	16,137	91,111
FLORENCE 2	3,722	2,487	950	398		3,990	17	1				195	228	4,218

Account	Logins	Videos Streamed	Segments Streamed	Videos Downloaded	Local Host Vids/Segs download/ NM	Total Vids/Segs	Images	Assignments	Reading Passages	Simulations	Virtual Labs	Other	Total Non-Videos	Total
FLORENCE 3	10,162	5,299	3,101	1,103		10,007	190	2		2		805	1,041	11,048
FLORENCE 4	1,649	703	1,002	115		1,980	41			1		176	233	2,213
FLORENCE 5	1,847	1,078	711	228		2,050	43					144	199	2,249
FT MILL 4	17,935	6,437	5,293	2,623		15,276	293	37	18	23		1,379	1,876	17,152
GEORGETOWN	17,457	8,152	5,793	1,874		16,621	490	3	4	2		1,502	2,143	18,764
GREENVILLE	169,651	61,699	71,698	14,385	1,168	157,392	10,608	3,038	9,251	10,651	1,552	100,165	138,557	295,949
GREENWOOD 50	14,215	6,079	3,598	1,253		11,321	886	2		3		683	1,620	12,941
GREENWOOD 51	3,560	662	304	220	2,327	3,522	62					176	249	3,771
GREENWOOD 52	2,154	1,665	1,374	142	520	3,804	65	1	1			289	407	4,211
HAMPTON 1	4,265	2,529	2,149	453		5,418	112		1	3		467	622	6,040
HAMPTON 2	1,341	596	1,111	105		1,892	25					201	239	2,131
Home	13,819	11,851	7,571	365		20,001	526	30	16	15		1,965	2,680	22,681
HORRY	291,370	78,779	121,041	3,575	12,499	218,916	68,583	6,880	36,190	71,091	4,280	297,210	493,408	712,324
IHE_UNIVERSITIES	93,894	45,888	41,324	7,132	1	98,651	2,674	61	70	61		9,251	12,933	111,584
JASPER	3,943	1,654	1,426	1,424		4,714	74	1				427	520	5,234
KERSHAW	20,173	8,070	4,247	2,300	3,369	18,625	596	2	2	7		1,560	2,347	20,972
LANCASTER	8,866	3,294	2,596	2,147		9,318	373	3	10	2		1,100	1,549	10,867
LAURENS 55	18,857	8,463	4,759	1,008	2,768	17,383	272			4		1,105	1,500	18,883
LAURENS 56	5,652	2,172	2,017	415	1,083	5,800	156	3	2			664	865	6,665
LEE	5,297	3,663	1,960	467		6,453	92	2		1		488	614	7,067
LEXINGTON 1	73,726	23,510	24,212	3,148		52,584	34,195	215	4,152	2,783	303	45,878	88,979	141,563
LEXINGTON 2	18,287	14,812	7,036	2,912		25,621	489	5	2	4		1,116	1,704	27,325
LEXINGTON 3	4,082	2,205	1,866	120	586	4,842	102					150	262	5,104
LEXINGTON 4	4,635	1,884	1,309	979		4,591	70					218	323	4,914
LEXINGTON 5	48,591	24,756	15,902	2,249	133	43,869	1,097	17	23	29	3	2,666	4,041	47,910
MARION	12,361	5,874	3,950	459	952	11,436	288	12	1	2		966	1,408	12,844
MARLBORO	4,436	1,870	1,713	707		4,660	117	16				459	651	5,311
MCRMICK	1,478	836	319	336		1,645	230					180	416	2,061
NEWBERRY	11,539	2,524	2,050	1,345	2,561	8,993	189	2		1		774	1,021	10,014
ONEE	24,498	8,031	6,199	1,781	6,541	23,003	1,165	67	349	441	32	4,135	6,370	29,373
ORANGEBURG 3	4,423	2,461	1,109	958	796	5,602	102	1		2		435	565	6,167
ORANGEBURG 4	4,220	2,140	1,585	741		4,839	66		1	1		400	512	5,351
ORANGEBURG 5	20,571	8,221	8,563	3,250		21,695	2,615	51	608	355	71	7,096	11,667	33,362
PICKENS	31,376	15,156	7,903	2,686		26,607	469	2	2	6		2,446	3,053	29,660
PRIVATE SCHOOLS	51,164	26,205	24,954	3,353		56,657	3,857	165	1,494	3,520	302	40,728	51,032	107,689
RICHLAND 1	80,336	23,890	15,839	1,130	55,195	96,897	1,856	68	26	110		6,377	8,886	105,783
RICHLAND 2	154,435	14,038	20,390	732	110,657	146,214	31,485	1,408	47	2,882	22	47,608	86,140	232,354
ROCK HILL 3	413,321	40,557	146,703	7,264	302	197,502	324,363	10,238	131,364	78,788	9,722	1,227,555	1,812,260	2,009,762

Account	Logins	Videos Streamed	Segments Streamed	Videos Downloaded	Local Host Vids/Segs download/ NM	Total Vids/Segs	Images	Assignments	Reading Passages	Simulations	Virtual Labs	Other	Total Non-Videos	Total
SALUDA 1	6,490	3,332	2,718	77		6,164	152	1	1	1		433	622	6,786
SCETV	4,632	2,570	2,539	287		5,705	411	2	1	5		1,074	1,579	7,284
SDE	5,693	2,280	2,117	250		4,730	38	4		3		304	358	5,088
SC PUBLIC CHARTER	87,356	23,534	25,848	1,507		51,409	6,459	5,387	16	1,957		38,369	80,976	132,385
SPARTANBURG 1	8,859	3,929	4,081	988		9,431	173	1	3	1		586	824	10,255
SPARTANBURG 2	23,994	1,507	2,089	190	17,803	21,679	506	1	3	174		2,134	2,906	24,585
SPARTANBURG 3	6,969	3,128	2,218	228	184	6,065	170			1		481	686	6,751
SPARTANBURG 4	2,569	963	611	220	263	2,137	73					159	256	2,393
SPARTANBURG 5	27,134	11,144	6,479	1,799	4,107	24,260	420	2	1	2		1,273	1,904	26,164
SPARTANBURG 6	25,319	9,940	7,284	454	4,631	22,609	456	2	1	3		1,669	2,224	24,833
SPARTANBURG 7	22,238	10,673	8,272	867	3,485	23,716	674	21	2	12		2,146	2,967	26,683
SPECIAL S	3,767	1,796	2,535	381		5,031	119	12		18		587	958	5,989
SUMTER	35,322	15,130	10,774	2,664	5,522	35,160	676	1	4	5		2,766	3,695	38,855
SUMTER 2	4,734	1,971	1,965	875		5,289	173			1		456	698	5,987
Technical lleges	531	372	237	48		687	74					83	159	846
UNION	8,010	4,350	2,713	888	451	8,571	132		4			654	887	9,458
VOC/TEC/CAREER CTRS	69	31	16	6		53	1					5	7	60
WILLIAMSBURG SCH	9,091	7,007	4,580	281		12,116	149	7	4	6		861	1,094	13,210
WILLISTON 29	1,041	416	243	151		849	23					81	116	965
YORK 1	14,165	4,894	7,246	1,091		13,733	915	297	2,225	2,486	181	14,704	21,736	35,469
Totals	**2,821,187**	**831,466**	**881,032**	**121,810**	**492,712**	**2,387,293**	**583,450**	**36,833**	**217,014**	**214,573**	**23,255**	**2,329,830**	**3,519,506**	**5,906,799**

StreamlineSC Uses by District Web Page

http://www.scetv.org/docs/FY13-14_SL_SCETV.htm

Learn360

ETV StreamlineSC - Learn360 is New Partner

ETV is delighted to announce that ETV StreamlineSC has a new, award-winning content provider: **Learn360**. As always, ETV StreamlineSC will continue offering free K-12 resources to all public, private and home schools throughout South Carolina.

The ETV StreamlineSC renewal was completed in July after a state procurement process that started last December. **Learn360**, an award-winning content provider, will be the "backbone" of this free video-on-demand resource.

Learn360 brings access to materials from BBC, National Geographic, Encyclopædia Brittanica, History, Cambridge Educational, and many more. In addition, StreamlineSC will continue to provide SDE and ETV-produced South Carolina content. Funding for ETV's StreamlineSC is supported by the state.

Information on Content:

- **Discovery Education's content license agreement with StreamlineSC expired on August 17, 2014.** SC educators continue to have limited access to content they recreated, such as quizzes or assignments.

- **All Discovery content files you have downloaded must be deleted.**

- Users have rights to keep the content created by ETV and SDE. Much of this SDE/ETV content will be transitioned in the coming months and remain available in StreamlineSC.

- Transition does take a lot of work, but it is an opportunity for content to be culled and updated. We encourage you to **download your local content you have created and "housed" in StreamlineSC so you can have it accessible to upload in the new system.** Learn how to here: http://support.infobaselearning.com/index.php?/Learn360/Troubleshooter/List

Information on Access:

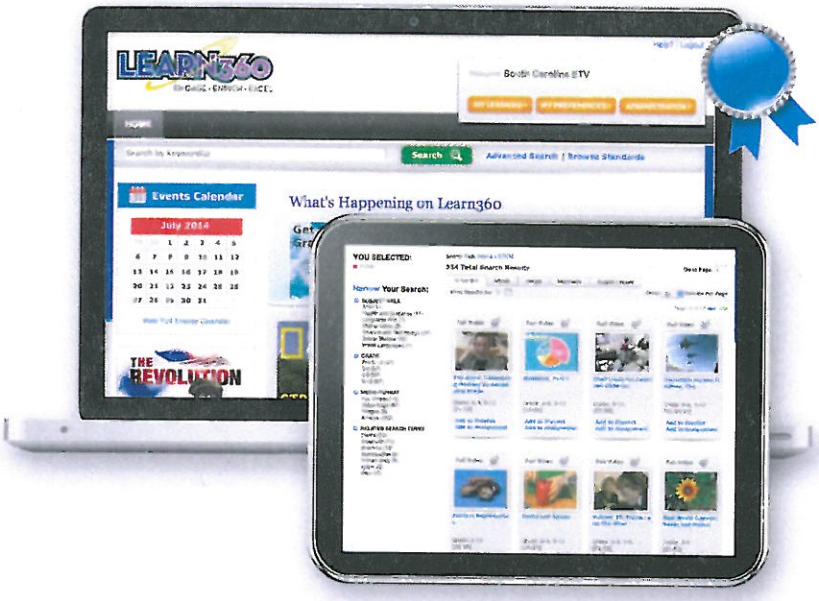
- ETV is in the process of installing the new servers in school districts. We appreciate your patience. ETV is working diligently to make the process as smooth and timely as possible.

- SC educators can use their same StreamlineSC username. Your NEW temporary password is "scetv". You will be promoted t change your password on your initial login.

SC educators will soon be receiving more information and training to guide you through every step of integrating this user-friendly product into your classes. If you have any questions, please contact us at (800) 277-3245 or streamlinesc.scetv.org.
Go to www.streamlinesc.org

LEARN360 + etv StreamlineSC

Bringing You the Ultimate Media Resource for Teachers



Two-Time Winner! *Tech & Learning*'s Annual Awards of Excellence, "Best Upgraded Product Winners" category

Learn360 serves more than 25 million students in 33,875 schools across the United States and Canada

Learn360 is the premier streaming digital delivery service for the K–12 education market. Content is provided by more than 130 top educational producers—teachers, students, and parents can stream high-quality full-length videos, video clips, images, audio files, speeches, articles, teacher guides, activities, worksheets, and more.

Award-winning media resources from outstanding partners and producers including:

A&E, History, bio., Reading Rainbow, National Geographic, Learning ZoneXpress, FILMclips Character Education, BBC, BigKids.com, Mazzarella, Skywriter, vea, weston woods, Nutroom, Nature's, QAI, Nelvana, Scholastic Audiobooks, Cambridge, Rock the SAT, Sunburst Visual Media, RisingStar Education, NSI, Genuine Pictures Inc., Films for the Humanities & Sciences, TAW, Franklin, Film Ideas, Shopware, Destination Education, Shine Goodbody, Rabbit Ears Motion Pictures, Fox Lorn, Dr. Seuss, Signing Time, tvo, Cookie Jar, GPN Educational Media, Global Wonders, Lou Reda

Highlights and Features:

- Tablet- and mobile-friendly
- Available 24/7—on-site or remote access
- Create and share playlists—use premade clips or full videos to engage students
- Correlated to educational standards as well as 21st Century Skills
- Single sign-on and IP authentication
- A robust administrative section with enhanced reporting
- New content added regularly
- Ability to include videos in lesson plans and create and assign quizzes using the My Learn360 custom dashboard
- Secure discussion boards encouraging teacher-student dialogue and group communication
- Valuable training tools and exceptional Customer Support Center resources
- Videos playable in three formats (Flash, Windows Media, and QuickTime), allowing content to be easily downloaded and used in PowerPoint, SMART™ Notebook, and other presentation software
- Compatibility with One Search in Destiny by Follett and Moodle
- Google Translate on every page
- Dynamic citations in MLA, APA, and Chicago formats
- Authenticated HTML embed code that allows direct access to videos from within Blackboard, Moodle, or other CMS/LMS.

0714

LEARN360 + etv StreamlineSC

Bringing You the Ultimate Media Resource for Teachers

Essential K-12 resources for teachers and classrooms:

- Full-Length Videos
- Video Clips
- Teacher Guides
- Student Activities & Worksheets
- Music Tracks
- Sound Effects
- Audio & Video Speeches
- Audiobooks
- Newsreels
- Images
- Articles
- Fact Sheets
- Maps
- Timelines
- Science Diagrams
- Science Experiments

Significant resources across all subject areas:

- Science & Technology
- Health & Guidance
- Social Studies
- Language Arts
- Mathematics
- Arts
- World Languages
- Vocational Guidance

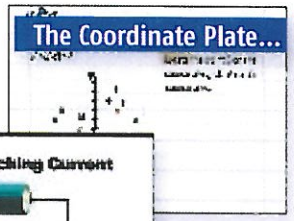
NEW VIDEOS!

New content added regularly! More than 1,000 new videos have been added this year, including these outstanding titles:

Worldwide Academics

CountryWatch

Films for the Humanities and Sciences



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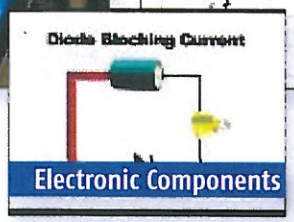
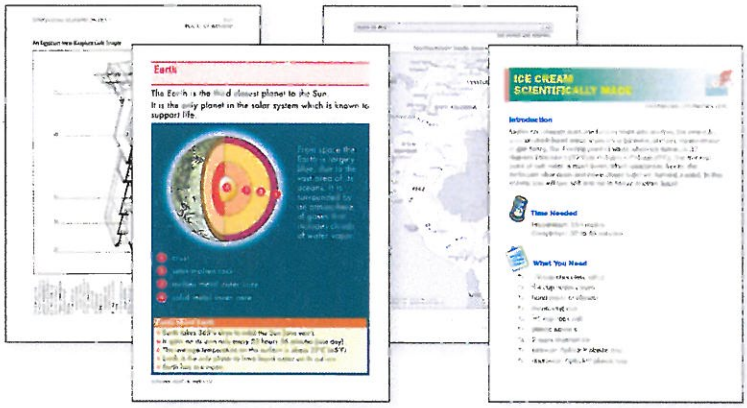


Beneficial Books and Video

HANDY HANDOUTS!



Thousands of teacher handouts:

- **Fact sheets:** U.S. and world history, religion, health and fitness, and more
- **Maps:** geographic, historical, and statistical maps
- **Math activities**
- **Science diagrams and experiments**
- **Timelines:** U.S., world, and women's history

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What Others Are Saying

WHAT OTHERS ARE SAYING

As a CATE or CTE teacher, it is hard to find content that is not just for core subjects... I received enough "free" resources including Learn360 to provide effective learning to my student and enough material that is real-world skills to keep them engaged. I have already recommended the course to other teachers in my school.
Melissa Fulmore, CATE.CTE teacher, Florence School District

Every ETV workshop I have been to has been most pertinent to me in my job.... I've participated in numerous presentations and training as well as arranged training for the teacher in my district. The most common comment is "that was the best training I've ever attended! I learned so much - I want more!"
Cindy Hughes, Instructional Technology Specialist, District Office, Greenwood School District 50

I was hesitant to take a PBS online class and I'm amazed! A huge advocate...cannot explain in words how much I've learned and how it helped me in the classroom! ETV has offered the most valuable and useful training for me throughout my quarter century in education.
Rebecca Elswick, Librarian, Mid-Carolina High School, Newberry School District.

I love using the closed captioned features. I think it supports those students that need to see what is being said.... I use the videos to provide accommodations to my ELL students as well as those who are auditory and visual learners. While reading skills are essential, content is reinforced so much through engaging educational videos and interactive websites....I rely on PBS.. The broadcasting is exceptional. Programs like TV411, New Hour, and Nova, just to name a few are wonderful and always well received by my students.
Maris Harrison, Special Needs Teacher, Berkeley High School, Berkeley School District

StreamlineSC,org has changed the way we present information to our students and has helped us not have to replace our VHS library because there are more current options to support the curriculum. ... The use of Streamline SC is critical to our school district. The service affords etcher the ability to give information in another modality so that students can understand me rails covers in class easier.
Peggy Ford: Technology Teacher, Lake View High School, Dillon School District 4

ETV Streamline has really helped students with listening and interpreting what they see and hear. It helps them understand deeper the cogent I am teaching them. With their focus on media interaction, they learn to focus on and look for what is important to what they are learning.
Elizabeth Witherspoon, 4th grade ELA and Social Studies Teacher, Wellford Academy, Spartanburg 5 School District

I am taking the science class with Mr. Mancke and many of the video lessons I have viewed can be integrated into my lessons. Mr. Mancke explains science in context and with visual aids that make it easier to understand.
Student

The ETV Technology Conference sessions were tremendously beneficial! I walked away with a new enthusiasm for my job and cannot wait to share what I've lean red with my students. Thank you for bringing together such knowledgeable professionals. This is a truly QUALITY event.
Kristea Schwartz, teacher, Fort Mill School District

ETV Education Flyer

etv education

CONTENT

ETV creates and acquires critical resources to support instructional needs for all South Carolina students, teachers and administrators--public, private, home schools and higher institution teaching degree programs

- Interactive K-12 content in all curriculum areas, especially content unique to South Carolina
- Professional Development for teachers, staff and administrators
- Recertification for educators

INFRASTRUCTURE

Provides cost effective, accountable statewide delivery of content that serves every student and educator in South Carolina

- Web Delivery
  - -StreamlineSC and PBS LearningMedia--educational resources on-demand, i.e. video, lesson plans, images
  - -Knowitall.org--collection of interactive, animation and gaming sites
  - -Media Share--content sharing between educators within and across districts
  - -PBS Kids--mobile apps and games proven to improve PreK-3 literacy skills
  - -Curriculum standards social media site for teachers through Edmodo.com
- TV and Radio--statewide broadcasts on ETV and South Carolina Channel
- District IP media delivery systems--hosting content and streaming live programs with the school's computer network

ENGAGEMENT

Connects with educators, staff and administrators

- Hands-on and online training to districts (local and statewide, in-person instruction)
- Conference presentations, exhibits and workshops
- Customer Service for all educational resources
- Education outreach from PBS and local ETV programming
- DES (Digital Educational Services)--district personnel marketing, recording and facilitating ETV content within each respective school district

COMMUNICATION

Reports relevant critical educational issues to citizens of South Carolina

- ETV Local Programs--Carolina Classrooms (TV), Speaking of Schools (Radio)
- SCETV.org, E-newsletters, ETV SCENE members guide
- Communicate critical information directly to education professionals
- Web announcements via homepages and list serves--ETV Learn, StreamlineSC, Knowitall.org, DES

FOR MORE INFORMATION: contact 800-277-3245 or online at www.scetv.org/learn

scetv.org/lifeline

OnePlaceSC.org

PBS KIDS

Speaking of Schools

Knowitall.org

PBS Teacherline Southeast

etvStreamlineSC

American Graduate Project

FOR IMMEDIATE RELEASE

Contact: South Carolina ETV & ETV Radio
Fran Johnson
(803) 737-6556
fjohnson@scetv.org

American Graduate Day 2014

September 2, 2014...As part of a larger, nationwide initiative aimed at improving graduation rates, **South Carolina Educational Television** will broadcast **AMERICAN GRADUATE DAY** on **September 27, 2014 from 11:00 a.m. – 6:00 p.m. on ETV**.

Bestselling author and U.S. Army veteran **Wes Moore** hosts the broadcast. Additional hosts and special guests include **Juju Chang** (ABC's Nightline), **Bianna Golodryga** (Yahoo!), **Hari Sreenivasan** (PBS NewsHour Weekend), **Sesame Street's Elmo**, and more.

"I participate in *American Graduate Day* because I know the potential of rising students. These students will become powerful and effective leaders with the ability to change the world," says Moore.

American Graduate Day addresses graduation gaps and features compelling stories from the Boys and Girls Clubs of America (bgca.org), Roadtrip Nation (roadtripnation.com), Autism Speaks (autismspeaks.org), and The Raise Up Project (raiseupproject.org).

South Carolina ETV was one of 33 public media stations to receive an American Graduate: Let's Make It Happen community grant from the Corporation for Public Broadcasting. As part of this 18-month dropout prevention and awareness initiative, ETV will feature new locally-produced content designed to inform our viewers about the dropout crisis in our state, and efforts that are underway in South Carolina to increase graduation rates. These local segments will air alongside national productions over the period of the grant.

About CPB

The Corporation for Public Broadcasting (CPB), a private, nonprofit corporation created by Congress in 1967, is the steward of the federal government's investment in public broadcasting. It helps support the operations of more than 1,300 locally-owned and -operated public television

and radio stations nationwide, and is the largest single source of funding for research, technology, and program development for public radio, television and related online services.

About American Graduate

American Graduate: Let's Make it Happen was launched in 2011 with 25 public media stations in high need communities to spotlight the high school dropout crisis and focus on middle and high school student interventions. Today, more than 80 public radio and television stations in over 30 states have partnered with over 1000 community organizations and schools, as well as Alma and Colin Powell's America's Promise Alliance, Everyone Graduates Center at Johns Hopkins University School of Education, Alliance for Excellent Education, Bill & Melinda Gates Foundation and Newman's Own Foundation to help the nation achieve a 90% graduation by 2020.

With primetime and children's programming that educates, informs, and inspires public radio and television stations — locally owned and operated — are important resources in helping to address critical issues facing today's communities. According to a report from the Everyone Graduates Center at Johns Hopkins University School of Education, American Graduate stations have told the story about the dropout crisis in a way that empowered citizens to get involved, and helped community organizations break down silos to work more effectively together.

In early 2014, CPB and PBS KIDS committed an additional $20 million for the "American Graduate PBS KIDS Fund" to also help communities connect the importance of early learning as part of a student's long term success. In addition to station grants for local engagement, the Fund will support the creation of children's content and tools to help parents, particularly those from low income communities, better prepare their young children for long term success. Fourteen American Graduate station grantees have also been awarded CPB early education grants to reach children ages 2-8 with programming and services developed through the Ready to Learn Initiative, a project funded by the U.S. Department of Education.

South Carolina ETV is the state's public educational broadcasting network with 11 television transmitters, eight radio frequencies and a multi-media educational system in more than 2,500 schools, colleges, businesses and government agencies. Using television, radio and the web, SCETV's mission is to enrich lives by educating children, informing and connecting citizens, celebrating our culture and environment and instilling the joy of learning.

# # #

180 Days: Hartsville

180 Days: Hartsville

Summary

In a small but vibrant town in one of the nation's poorest states, everyone is talking about going back to school. Not just students and teachers, but community leaders and business people and bus drivers. Though a community of fewer than 10,000 people, many of whom live in poverty, this town has rallied to support its local schools in a remarkable way. Through the leadership and investment of a local corporate CEO and philanthropist, Hartsville is seeking to remake itself as a model for what public school could and should be in the 21st century.

But will it work?

South Carolina ETV and the National Black Programming Consortium, two respected forces in public media, have partnered to mount an ambitious, multiplatform pubic television series and online experience to chart the journey of educators, community members and families as they seek to reach beyond test scores and school report card ratings to address not just what happens in a school but what happens around it.

An embedded production crew is following two schools over this entire school year, learning how they connect with each other, the county schools' central office and with parents and community leaders to change the tide for their mostly high poverty students. Through the eyes of a handful of students, parents, mentors and school staff, we'll experience the daily challenges that face a rural community. For example, after pulling her "C" school report card to an "A" last year, will Julie, the principal of Thornwell Elementary School, be able to keep the school's top rating while dealing with her own family struggles? Will barriers keep Rashon, a fifth grader at West Hartsville Elementary from graduating to the middle school even with the multiple interventions by the school officials? Will his mother Monay be able to stay involved in his education while working long hours at two minimum wage jobs? Will she see her son succeed while pursuing her dream of home ownership through the Habitat for Humanity program? As these and other stories play out, in the background there are rapid changes to the education landscape that include common core curriculum, new technologies and reallocation of funding for schools. Does a child's zip code determine the quality of his education?

In many ways, Hartsville is a microcosm of the national debate about opportunity, choice and private money driving some say innovation and others, disruption in public schools. But it may also be a road map to solutions.

The two hour series will air nationally on PBS as part of American Graduate in early 2015 and be accompanied by an extensive online engagement component as well as community screenings in South Carolina and around the country.

ETV and Engagement Pipeline

Education and Engagement Pipeline

College and Career Training

High School Completion

Middle School Transition

Grade Level Reading

School Readiness

Jobs and Economy

American GRADUATE
Let's make it happen

Career Aisle

PBS Teacherline Southeast

Knowitall.org

etv StreamlineSC

PBS KIDS Ready To Learn

- Criminal Justice training
- DSIT training
- Emergency Preparedness training

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Literacy & Distance Learning Program

Current Fiscal Year: **2014-15**

Current EIA Appropriation: $415,000

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

Keith S Grybowski
Director of Education
Patriots Point Naval & Maritime Museum

Mailing Address: 40 Patriots Point Road
Mount Pleasant, SC 29464

Telephone Number: (843) 789-9604

E-mail: Kgrybowski@Patriotspoint.org

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

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

__ 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.)

1A.52 Department of Education EIA

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?

__x__ Yes

____ 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 Patriots Point Institute of History, Science and Technology, (PPIHST) goal is to improve South Carolina's student's literacy comprehension of science, history and math core content knowledge, for standards and indicators addressed by the South Carolina Department of Education. Based upon a cross curriculum immersive project based experience, the program assists the development of student's soft skills of critical thinking, communication, leadership and teambuilding that are necessary to compete in today's business environment. The Institute's pioneering cross-curricular program components are aligned with South Carolina ELA, History, Science and Math academic standards for 5th grade.

PPIHST pilot Literacy and Distance Learning program was funded by Patriots Point Naval and Maritime Museum, School Districts and private donations. Participation in the 2013-14 program included two 5th grade classes from Laurens 55 and all the 5th grade students in Charleston and Berkeley counties. In all, the program reached over 9,000 students during the 2013-14 school year.

With EIA funding, PPIHST has expanded the Literacy and Distance Learning Program (LDLP) through the inclusion of a flex blended learning platform LDLP. LDLP's project based learning program will cover an additional 9,000 5th grade students, expanding participation to students in every county in South Carolina. A pilot program within the LDLP will allow limited participation the program to *every South Carolina 5th grade student* that is not directly covered by the EIA funding.

PPIHST development team's innovative long term goal is simple; to create a learning experience that teaches core history, math and science objectives through an immersive themed based lab environment. The learning experience features inspirational stories and engaging interactive activities. The program must provide *all South Carolina* students the opportunity to develop their soft skills of creativity and innovation. Students must be challenged with real life problems that require critical thinking and problem solving techniques, collaboration and teamwork skills. Students must learn how to process information using the latest communication and technical formats. The program must focus on the student's life and career characteristics, integrity, self-direction, global perspective, perseverance, work ethic and interpersonal skills.

Our stakeholders, the program's teachers and students, require the project embraces and plans for the fact that students bring many commonalities to school. Students bring the essential differences that make them individuals. As such, PPIHST acknowledges that students learn in different ways, at different rates and have different talents and interests. The ground work for the accomplishment of PPIHST educational philosophy has been set in motion in the development of the LDLP project.

Current Goals -

Educators and future employers all realize that developing student's literacy and collaborative skills are critical both as a means of achieving core educational curricular objectives and life skill goals. For this reason PPIHST has made sure that the interactive nature of the LDLP's programs engage students through tools that transform the classroom into a collaboration space. To engage students, the curriculum content must come to life. A critical tool for the teachers is the program's flex control process. This control gives the teachers the ability to use the various program components based on their student's individual needs, optimizing their students' learning experience.

The LDLP program has six components. All components incorporate literacy content and supporting interactive activities aligned with South Carolina's 5th Grade ELA, History, Science and Math Standards. Each component improves student's reading and math skills by challenging them to evaluate content within text and use the gained knowledge, in applying critical thinking skills towards the completion of assessed tasks within the program's activities. The project based learning environment created by the components, used individually or as a complete package, encourage students to interact and collaborate, share knowledge and work towards a common goal together. The end results, students as an individual and as a team member, are engaged.

Supported by an innovative Distance Learning platform, LDLP learning environment is expanded beyond the classroom walls, allowing learning to take place in a variety of environments. This includes immersive interactive activities in the classroom delivered through various internet platforms or at the multi-station program offered at PPIHST's Education Center on board the USS Yorktown.

The program's website is the driving force behind LDLP's Distance Learning platform. E-book versions of the program's textbooks and supporting videos can be downloaded by teachers or students on demand. The website also organizes the distribution and participation of instruction material provided through the live stream educational tools.

Maximizing the capabilities of the internet, PPIHST's development team has created a limited version of the LDLP program that will allow access to the program's content to all of South Carolina's 5th grade students. Through the limited program, all students and their teachers will be able to download the E-book versions of the textbooks and their supporting videos on demand. PPIHST intention, through additional funding and technical development, is to expand full access to the LDLP project to all South Carolina's 5th grade students within the near future.

For the 2014-15 school year, EIA funded schools and their students receive at no cost, hard copy "keepsake" versions of LDLP's history and science textbooks. Teachers and students are also given access to the program's website, www.Patriotspointblendedlearning.org . The web site's video library contains various types' educational tools in support of the project's content. Additional educational instruction be will be streamed by live internet feed directly to the

students in their classrooms from PPIHST's educational center on board the USS Yorktown, directly to the schools.. Finally, an interactive problem based scenario and assessment program will be conducted by PPIHST's staff in the classroom at EIA funded schools.

The key to the development of the program's content are our South Carolina Teachers. For the last 3 years, as part of a Teacher Development workshop conference conducted by PPIHST, teachers have helped in the development of the Literacy Distance Learning Program and now the flex blended learning component. The critical issue addressed in all the workshops was how to develop better educational tools that engage students. The common answer, literacy components must be supported by tools that interest the students. If you spark their interest, the students will want more.

So how do we spark a student's interest? It starts with a story. Stories are the center of human consciousness. Students hear stories and remember those that touch them, those they can feel and those they can relate to. Stories that engage students help them master core academics while becoming adept problem solvers, innovative thinkers, and effective young citizens of the world.

To engage students, the LDLP project gives them the opportunity to be part of the story. This is done through the project's literacy and problem based scenario components. For example, in the science literacy component, students join "Oxygen Oscar" and "Hydrogen Hannah" on their adventures through the watershed of South Carolina. All four science concepts covered under the 5th grade curriculum are merged into one story. In the history literacy component, students read about Harry and his family's involvement in historical events from the end of the Civil War, up to and including today's events. Through the genealogical study, students can track and relate to the social effects events that create history have on a family. These stories, along with many others, are housed in the history and science textbooks written and customized for the LDLP program by PPIHST staff. The text book series is being distributed to all students funded by the EIA.

The problem based scenario was developed at PPIHST education center, located on one of most unique educational platforms, the Aircraft Carrier USS Yorktown. Teaching history and science onboard a WWII aircraft carrier in the Charleston Harbor is the epitome of "bringing lessons to life." , Students are not only learning history, they are learning history onboard *living* history. The USS Yorktown's home is Charleston Harbor. This is a science teacher's dream, the "awe" physical factors of an Aircraft carrier located in a biological dynamic estuarine environment. This background, with its unlimited source of stories and themes, as chronicled in the projects text books and web site support tools and as themes for the problem based scenarios, is what helps the Institute achieve its mission of helping students better comprehend classroom curriculum..

Due to budget constraints, many schools cannot afford the travel expense of bringing their students to the USS Yorktown. To address this issue, PPIHST developed the flex blended learning multi-media platform, a critical tool for the EIA funded program. The platform is used to deliver its educational content directly from PPIHST's educational center on board the USS Yorktown, to the classroom. During the pilot program, the Literacy Distance-learning platform

provided teachers with pre-recorded videos of the six history and science stations students would participate in if they physically attended the program on board the USS Yorktown. Additional instruction was provided by PPIHST instructors using the internet to live stream content directly into the classroom. .

The final goal is to develop a safe, secure and engaging platform that provides supplementary tools to the teacher in the presentation of core subject matter content. EIA funding has allowed the development of technology to support the flex blended learning platform that will provide secure compressed streaming of approved content to schools. EIA funding will also allow the development of additional project based experiences in which students can be assessed as to the competency of South Carolina's standards for ELA, History, Science and Math disciplines.

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?

Patriots Point Institute of History, Science and Technology (PPIHST) was started in 2011. It was a consolidation of the History and Science programs that were being offered at Patriots Point Naval and Maritime Museum.

The institute's first project was the development of the Literacy Distance Learning program. Development of this program was funded by Patriots Point Naval and Maritime Museum, various school districts and private sources. During the 2013-14 school year, over 9,000 students participated in the program.

Since its inception, PPIHST has been conducting Professional Development programs each summer on board the USS Yorktown. As part of the Professional Development program, brave teachers, from across the state, representing various grade levels and disciplines, spend two days and one night on board the aircraft carrier. Their task is to dissect every component of PPIHST's curriculum and its educational tools. As part of the program, teachers were placed in professional-learning teams to share strategies and analyze student and teacher data gleaned

from the process. Teachers themselves became the students, experiencing first-hand, the program's potential benefits and weaknesses.

The Professional Development programs produced serendipitous results. The program's innovative format immediately broke down barriers for collaborative work between the teachers. With the teachers now looking to leverage digital resources and tech tips as provided by PPIHST's staff and IT partners, everyone began to share information. This cut across disciplines. In the end, teachers themselves lead the training sessions and the never ending development of the LDLP program.

From the captive experiences of the Professional Development programs, countless hours of PPIHST development team work, and as funded by the EIA grant, the 2014-15 LDLP project has been expanded and will include the following educational components:

1. The Literacy Component

Developed by PPIHST staff, with the editing skills provided by teacher-practitioners, the "Harry I Was.", "Oscar I Am" history and science textbook series is the literacy backbone of all of the LDLP educational components. The history and science textbooks have been built around stories. They include most if not all of the content within South Carolina's 5th Grade history and science standards. Worksheets within the science book address the curricular goals of the 5th Grade Math standards. By reading the textbook series and working with their various writing components, students meet the curriculum goals as set forth in the 5th Grade ELA standards. This content acts as an introduction or preview of applicable 5th grade curricular concepts to be used during the LDLP project or by the students at any point during the school year.

The "Harry I Was" history book was designed to be read by the students following South Carolina's history pacing guidelines. The book is a genealogical study of a fictitious character, Harry and his family's participation in historical events from the end of the Civil War through today. The adventures of Harry and his family through firsthand accounts, letters and historical artifacts, tweak student's interest in what is going to happen next. The use of a genealogical study allows teachers to introduce key historical events within a specific unit, while reviewing the social effects on the natural growth of a family. The book, through its characters and historical facts, creates an appreciation of the soft skills of communication, creativity, innovation, collaboration and teamwork used by great historical leaders such as Presidents Abraham Lincoln, Theodore and Franklin D Roosevelt and John F Kennedy. The same skills apply to innovators such as Eli Whitney, Thomas Edison, and activist such as Jane Adams, Susan B Anthony and Martin Luther King Jr.

The science textbook "Oscar I Am" incorporates in one adventurous story all the concepts of force and motion, ecosystems, landforms and properties of matter. The story's characters, Oscar, Hank and Hannah make up a water molecule. Together they travel through the variety ecosystems make up South Carolina's watershed on an

adventurous trip from the uplands to the low country. Each chapter comes with illustrations, vocabulary, fun fact and critical thinking questions. The book extension includes informational text, math concepts, experiments and crafts. Students are recommended to read the book at the beginning of the school year so that they can identify when introduced what part of the story relates to the subject matter studied. The literary adventure is also a valuable resource to be used throughout the year, reinforcing the 5th grade science concepts and standards from lower grades. The adventure is also focused on creating an interest in potential scientific careers.

The content for the 2014-15 textbook editions were reviewed by teachers whom participated in PPIHST's August 2014 Professional development program. Students' input and content assessment data was also considered from those students that participated in the 2013-14 pilot program. The pilot program also provided key textbook content comprehension data from subjective and objective assessments conducted during live stream instruction and problem based scenario programs performed on board the USS Yorktown.

EIA funding has created the opportunity to distribute 20,000 textbooks to students participating in LDLP programs. As of August 1, 2014, all South Carolina's 5th grade students were given access to the distance learning website. The website includes an electronic version of the textbook series and their supporting educational videos on demand.

2. Video on demand - Online Program Support

The core tool that supports LDLP's literacy component is the large library of educational videos on demand. Located on PPHIST's education website, LDLP's video on demand component is a collection of rich multimedia assets. The multimedia assets include textbook support videos, instructional videos, skill builders, audio files, images, and encyclopedia reference materials.

Using sight and sound, video is a perfect medium for students who are auditory or visual learners. Content is brought to life through animation and period reenactment at our partnering historical sites. Scientific concepts are presented in various forms similar to those developed by the Kahn Academy.

The flexible nature of the video on demand medium, addresses the common challenge that students learn at different paces. Having the ability to stop, start and rewind educational content is an invaluable tool. Students can review educational content before, during and after class. The process provides the option to challenge students to predict the outcome of a demonstration, and elaborate on, or debate a point of historical or scientific reference. Teachers have the option t to review a segment to ensure that children understand a key concept. After class, students have the option to download or view videos for post class review on school or student's personal devices.

Sample of subject matters within the LDLP video library

- CREATURE FEATURE PART ONE: WHELK, CLAMS AND HERMIT CRABS! In Chapter 5 ("Oscar I am"), Oscar and friends explore the biotic and abiotic factors of an ecosystem. Join our instructors as they explore some biotic components (animals that is!) found in the estuary, the ecosystem here in Charleston Harbor!

- SOLUTIONS - In Chapter 7 ("Oscar I am"), Oscar and friends continue their journey to the estuary, where fresh water rivers meet the salty Atlantic Ocean. This dynamic ecosystem has an ever changing range in salinity. Join our instructors in this classroom video as they discuss solutions and salinity!

- Animated Science Video Illustrations

    - What is force?
    - Gravity
    - Weathering & Erosion with Oscar and Friends.

- Video supporting the History problem based scenario – DOOLITTLE MATH ATTACK Join Mr. Bill as he discusses the history of the Doolittle Raid and tour the Doolittle Math Attack Headquarters on board the aircraft carrier USS Yorktown. Note to teachers: this is a sneak peak to what your students will experience during a field trip! A major component of the Doolittle Math Attack is leadership. Join Mr. Bill as he discusses three types of leadership exhibited by Lt. Cl. Jimmy Doolittle.

- History Video's in production
    - Follow Me and See History?! Meet Harry and take a tour of the Medal of Honor museum.
    - How do you reConstruct a country? (Filmed at Middleton Place, Charleston South Carolina)
        - plantation life
        - political effects
    - Speak softly and build a big ditch?!- Panama Canal
    - Pressing through the great depression?!
    - Doolittle math attack!
    - Mickey Mouse, movies and more!
    - How can a war be cold?
    - Women, weapons, and war?!
    - "I" is for "I"nventions and "I"Pads too?!
    - My family tree and me?!

The Sotka Lab – Scientific Inquiry Component

A first for South Carolina students is the opportunity to work on their scientific inquiry skills by participating in various research projects being conducted of Charleston Harbor's estuarine environment by PPIHST, the College of Charleston's Sotka Lab and South Carolina Department of Natural Resources. Through the website and associated links, students will have access to research data collected at the Patriots Point research site. Students will be able to review the data, analyze it and submit their conclusions for consideration by the research teams. Discussion of the research will be a major part of LDLP science program's live stream instruction.

3. Live Stream Instruction

EIA funding will allow PPIHST to stream live classroom instruction from PPIHST's education center into 50 schools. Live stream instruction provides an innovative and non-traditional means for educators to address and deliver the required curriculum content. It expands the educational experience beyond the four walls of the traditional classroom. The programs will be generated from the labs within PPHIST educational center, the program's new studio or from the sites outside research stations within Charleston Harbor's estuarine environment. With the ability to interact with the instructor through the submission of questions, live streamed video instruction stimulates and engages students creating interest and maintaining that interest for longer periods of time. For those students that cannot travel to PPHIST educational center, it is an invaluable tool. The live stream instructions will be provided to the schools in two (history & science) 30 minute segments, once each semester.

- Science program - students will work with instructors involved in research being conducted at Patriots Point by Sotka Lab, SCDNR, and PPIHST teams. The research sessions will cover the program's content and involve students in real time research. This gives students the opportunity to become excited with the knowledge that their research could be shared with others who would find it useful, both in science content and as an example of a student-created product. The fact that others may learn from their research and video presentation, will give the students a deep sense of purpose, commitment, and responsibility.

- History Program – In working with Patriots Point's Naval and Maritime's curator's staff, students will be motivated to interact with educational content provided by artifacts that can only be found on board the USS Yorktown. When displayed for discussion, with the artifact historical value as presented using narrative storytelling, a sense of personalization is created far above what a picture or text can provide. Every artifact whether, a cup, a uniform, equipment, or the awe factor of the engine room on board a USS Yorktown, has a story. It's the "awe factor" that is such a powerful educational tool.

Live Stream Challenges

PPIHST acknowledges that there will be challenges for the delivery of live stream instruction to all of South Carolina's classrooms. For this reason the 2014-15 LDLP program has been limited to the 50 schools. PPIHST realizes that there is an enormous amount of pressure on the State Education Department and its internet providers to deliver consistent network performance that meets the students' diverse needs. Teachers and students are using up a lot of bandwidth with rich media. Schools must also deal with recreational traffic like Netflix and YouTube that threatens to overrun the school's network's limited capabilities.

PPIHST encountered numerous issues when delivering educational content to classrooms using the internet during the 2013-14 pilot program. The issues involved the following technical problems, behavioral and security concerns:

- Nearly all the technical issues were related to the amount of bandwidth provided a school, an issue encountered in most rural schools. Even with a presumed adequate amount of bandwidth, issues still resulted due to the large number of mobile devices entering a school's wireless networks. Many schools complained about their slow or inconsistent access to their online assessments or their ability to stream educational content. PPIHST also experience a high number of school equipment failure.

- Behaviors, attitudes, expertise, and preconceived ideas were noticeable barriers when adopting PPIHST's new technologies and teaching methods. PPIHST is cognizant of the fact that it takes time and adequate assistance to get instructors acquainted with its equipment. There is also the issue of the instructors being able to understand how the technology integrates with his or her instructional goals.

- And then there are the security issues. The uncontrolled access to the internet in a classroom environment is an administrator's nightmare. The main issues are the viewing of inappropriate material, followed by the downloading of viruses that can destroy an individual computer or an entire network.

All of the technological behavioral and security issues will be addressed during the classroom visits by PPHIST instructors. The findings and solutions from the EIA funded program, and new technology being developed by PPHIST and its IT partners will be presented for discussion in the 2015 Professional Development program.

4. Problem based scenario

One of the most innovative tools created by PPIHST development team for the LDLP project is the problem based scenario program. The interactive scenarios are not only critical learning tools, but also valuable objective tools for assessing the program's impact on student comprehension of educational curricula objectives. The program, through the use of interactive tools, utilizes an authentic context in which historic and scientific problems are presented in set sequences. Students must identify the problem presented, determine the tools to be used and obtain and communicate results, to reach a desired outcome.

As with any constructivist approach, pre-scenario preparation is an integral part of the learning process. LDLP provides the base information for the project scenarios, , through content within its customized textbook series, video on demand and live streamed educational programs. Learning occurs when the student accomplishes the project scenario and is guided to discover principles that develop critical competencies. Learning becomes an experience and blindly follows a set of rules or learning by rote.

The problem based scenarios are delivered through the "Box System" being developed by PPIHST and its IT partners. A working model of the plug and play Box System was recently show cased at the 2014 South Carolina Science conference. The system is a socio-technical configuration of student interaction, using technology designed to engage students through project based real life scenarios. The system's software exhibits a sequence of features such as detection, classification, and localization of content problems that lead to an outcome occurring within a reasonable time limit. Using multiple platforms, the system is capable of assessing student comprehension of curriculum content and the soft skills used in their decision making and problem solving process. Data produced by student input during the scenario is processed by the system. The resulting real time assessment, improves the educational value by providing teachers information as to their students current comprehension of their educational goals.

It is PPIHST goal that games simulations within the various problem based scenario program will provide an avenue for students to picture themselves in career paths they may otherwise have not considered. This is especially true in the STEM (science, technology, engineering, and mathematics) career disciplines. Using historical and real life scientific story lines, the game simulations also offer students a way to connect what they are learning in class to real and past world situations, in a safe and low-cost environment.

During the 2013-14 school year, over 4,000 students participated in the pilot history problem based scenario (HPBS). The HPBS was conducted on board the Aircraft Carrier USS Yorktown, as part PPIHST day program. The mobile version of the "Box System", , is being developed so that the problem based scenarios can be run in the classroom. A

beta test of the mobile unit will be conducted by PPIHST staff visits to the schools as part of the 2014-15 program. The beta test unit will include both a history and a science scenario problem.

Example of the Problem Based Scenario Storyline – The Doolittle Raid

The following is a description of the 2014 problem based scenario operational process and storyline:

Setup

A group of up to 30 students are stationed in our interactive history lab on board the USS Yorktown. Students are divided randomly into 3 groups and stationed at 3 separate tables. Each table has a monitor, IPad for data input, written mission brief and various charts. Other than being instructed to sit at a station, the students receive no further instructions. The lights go out and the following videos are played on each monitor.

First Video – Pictures of the attack on Pearl Harbor and President Franklin D. Roosevelt's December 8th, 1941"day of infamy" speech.

"Yesterday, Dec. 7, 1941 - a date which will live in infamy…….

Second Video – Pictures of the USS Hornet at sea

It is now 0600 on the morning of April, 18th, 1942. You have been assembled into 3 teams for your mission briefing. It has been four months since the Japanese attacked Pearl Harbor. President Franklin D. Roosevelt has ordered an attack on the Japanese homeland, to boost American morale at home and show to the Japanese that their homeland is vulnerable. You are all part of a secret voluntary crew on board the aircraft carrier, the USS Hornet. Your commander, Lieutenant Colonel James Doolittle has trained you to fly B-25B medium bombers off the flight deck of our ship. This has never been done before. Due to the size of your planes there is not enough room on our flight deck for your planes to land on once the mission has been completed. For this reason, secret agreements have been negotiated with the Chinese government for your planes to land in safe areas on the China mainland. We plan to launch tonight, when the captain has advised us that we have reached the ideal launch site, 400 miles off the Japanese coast.

Next Set of Videos

Videos play independently at each station. Each group is given a designation and provided instructions as to their roles in the problem.

One group is designated as the “Navigators”. Using the charts provided, the Navigators plot the ship’s position and the secret landing zones on China’s mainland. During the mission, the Navigators will enter the information in their station’s key pad, which the other team members will use.

The second team is designated as the Code Breakers. They are responsible for obtaining the coordinates of the secret safe landing locations on the China’s mainland. During the mission, Code Breakers will enter the information in their station’s key pad, which the other team members will use.

The final group is designated as the Operators. They are responsible for determining the amount of fuel the planes will need to complete their mission. During the mission, Operators will enter the information in their station’s key pad, which other the team members will use.

Next video – Picket ship being destroyed, planes started on the flight deck.

“Warning. Enemy picket boats have been sighted. Our escort destroyers have sunk them. However, the Captain has advised us that the Japanese vessels may have sent radio warnings, back to the Japanese mainland. Land based bombers may be on their way to attack our fleet. We must act now”.

At this point, the students are instructed to open their mission briefing books and follow the instructions. On the screens, various charts are displayed along with a clock that starts counting down the mission time. The students are advised that they have 12 minutes to complete the mission.

Problem Based Scenario Educational Goals

Students start with this problem, proceed thorough the interactive session, choosing appropriate responses and finding out the results of their responses. Based on options chosen, students are directed through a guided discovery process during which they would perform several tasks including:

- Graphing the ship’s position and distance to various destinations.
- Calculating the amount of fuel needed to complete the mission.
- Solving various puzzles in breaking codes to gain access to information necessary for the calculations of distances and amount of fuel needed to complete the mission.
- Communication skills – passing on the correct information to the right team.
- Teamwork – working as a team in completing the various requested tasks.

At every step of the decision making process, students can access the reference material provided. They must successfully complete each task assigned and input the correct data. Failure to do so will prevent the other team members from completing their assigned tasks.

Problem Based Scenario Assessment Data

Prior to participating in the 2013-14 pilot problem based scenario, students were provided with educational and soft skill instructional material. Prior to visiting the USS Yorktown, students received textbooks with the problem's historical facts. Concepts of teamwork, leadership, were discussed in two of the three educational stations that made up the history station program conducted on board the USS Yorktown board the ship.

Assessment data was obtained subjectively from the instructors/teachers and objectively from the student's responses by the computer software running the problem based scenario. The data demonstrated that students that read the book before attending the program and participated in the two leadership stations prior to participating in the problem based scenario, successfully completed the problem in the least amount of time. This was true of all classes, no matter as to which school district the students were from, their gender or race.

The subjective data obtained from teacher surveys gave the program an "Excellent" rating in 98% of the surveys obtained since 2011. The excellent rating was given for educational value, adherence to the State Standards and in student engagement of program content.

Current Topics Being Developed for the EIA program

The 2014-15 EIA funded program will include the above Doolittle problem (History/Math) and an Oil Spill problem (Science -Tides, Force & Motion, Gravity, and Estuaries Environment/Math). PPIHST staff presented both problem scenarios at the 2014 South Carolina State Science Conference.

5. Assessment Tools

PPIHST's pilot assessment program focused on two types of student and teacher data:

- Academy experience – Here we assessed what components of the FLBM students participated in. The assessment was focused on the ease of use and ability to fit the educational components into teacher's curricular goals. Key indicators were the number of students that read the textbooks and whether the text books were within the student's reading levels.

- Outcomes - This category measured whether the LDLP had an impact on student performance. It also provided the teachers a snap shot picture of their students present day comprehension of the educational goals within South Carolina's applicable standards. We looked at what math tools the students were competent in and the other educational components they used in completing problem based scenario.

For the 2014-15 LDLP project, PPIHST will be using the following expanded assessment and evaluation process:

- Usability: Students will be provided survey questions focusing on the ease of using the various educational components at the conclusion of their experience. Additionally, teacher focus groups are planned that would provide formative data on the usability of the Blended Learning modules during the development stage.

- Engagement: The degree of engagement will be assessed through instructor observations and journals. Students will also complete affective survey information at the conclusion of each component.
-
- Learning Outcomes: In order to assess learning outcomes, students will first be divided into experimental and control groups. They will then be asked to complete a conceptual map representing their understanding of specific static concepts. At the conclusion of the program, this procedure will be repeated in order to document growth and development of conceptual understanding. Additional information and content tests within the data obtained from the problem based scenarios will be analyzed.

- Overall Effectiveness: With the help of Education Department at the College of Charleston, an independent diagnostic study will be developed to evaluate the overall effectiveness of PPIHST's Flexible Blended Learning Model.

6. Secure, efficient delivery of educational content through the internet

PPIHST and its IT partners are in the final stages of developing innovative technology that will provide a safe and secure format for the transfer and interactive participation of educational material to classrooms through the Internet. The technology is called the "Box System" and was demonstrated at the recent South Carolina Science Conference.

Using router hardware and software developed by PPIHST's IT partner, all of PPIHST educational content is provided directly to the classroom through a centrally, password managed network. Learning programs, video on demand program support, live stream programs and interactive programs are controlled by IVOs servers. There is no capability for students to surf the web through the "Box System". The system has no effect on any other internet system the schools may be using.

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.

PPIHST is a new program. The current outputs are limited to the pilot program the LDLP project is modeled after. This data includes evaluations obtained since the inception of the pilot program in 2011. PPIHST has also included data from the EIA funded August 8, 2014 Teacher Professional Development program.

LDLP's assessment objectives are to gage, and assess whether student's performance is improving in using the program's curriculum and educational tools. To do this, it is important to obtain data using both objective and subjective tools.

You can't measure student progress if you don't have a baseline against which to measure it. The baseline for LDLP's program was created at its launch 2011. Since then, over 30,000 students have participated in the structured programs on board the USS Yorktown. As presented in the following breakdown, various components of the LDLP program has indirectly impacted over, over 100,000 students since its inception, 48,000 students during the 2013-14 school year. The breakdown of student impact is as follows:

- Festival Events/ Public Out Reach: 11,000
- Home school Program**:** 432
- Boy and Girl Scouts Programs**:** 16,500
- Student Summer Camps**:** 2,200
- Charleston County 5th Grade Program**:** 3,400
- Berkeley County 5th Grade Program: 2,300
- Laurens 55 County 5th Grade Program: 120
- Teacher Professional Development: 67
- Structured Education Programs from outside the District Programs: 12,500
  Total Education Participation impact: 48,519

The assessment data collected to date focused on student performance and teachers opinions. Subjective data has been obtained from teacher and PPIHST instructors in the form of post program exit surveys. Objective data has been collected from students in pre and post program testing. With the new software being developed, objective data will be obtained from the students through response input into the problem based scenario.

The assessment data from the problem based scenario program demonstrated that students participating in all components of the LDLP program, performed better and showed a greater

comprehension of curriculum content then those that used a few or none of the LDLP components.. This was expected. The data also showed that most students were struggling with curriculum content that should have been mastered in prior grade levels. This was not expected. However, the negative data did help teachers identify curriculum weaknesses.

Student curriculum deficiencies have been a hot topic of discussion with the participants of at PPIHST's Professional Development program over the last three years. The discussion and teacher recommendations have led to modifications and the strengthening of the LDLP curriculum. Many of the of the student's curriculum weaknesses were identified using LDLP's nontraditional formats. An example is the reoccurring problem of 5th grade students not being able to graph simple math problems. This is a 4th grade standard. PPIHST response to this problem was to increase the number of graphing exercises within the scenarios of real life problems.

The greatest strength of PHIHST development team is its ability to adapt the program once a weakness has been found, and a solution for testing has been identified. Since PPIHST self-publish its textbooks, produce its own educational videos and writes the content for the software programmers, the LDLP has the ability to update, modify and adapt the education content as soon as a need arises.

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.

This is a new program. As such, PPIHST has limited information on the LDLP projects outcomes and results. The Director of Patriots Point's Education Department is the individual with oversight responsibility for PPIHST and the LDLP projects compliance with EIA's initiatives. He will work with the program's partners to select and apply, where possible, processes or systems that will result in more consistency in the tracking and reporting of outcomes results. After allowing sufficient time for the project's new activities and initiatives to show results, PPIHST will retain the services of the Education Department at College of Charleston or a similar entity to conduct a formal evaluation of overall PPIHST effectiveness.

Preliminary data has been obtained from the Professional Development program that was conducted in August 2014. The program was attended by 40 teachers from various South Carolina School Districts. The program's curriculum and support tools was reviewed, analyzed and modified by the participating teachers. Each component received a 100% approval rating as an innovative and effect educational tools.

The latest's edition of the textbook series was published following the August 2014 Professional Development program. 20,000 copies of the textbook are in the process of being distributed to 5th grade students participating in the LDLP project. As part of the initial funding request, distribution of the textbooks was limited to every 5th grade student in one school in each of South Carolina's counties. Since the initial distribution, various school districts have requested that all of their 5th grade students have access to the book. (Samples of the response to the first phase of the LDLP implementation are attached) PPIHST is working with the districts, the publishers and our IT partners to assist in complying with the supplemental requests.

Question 7: Program Evaluations

Has an independent evaluation of the program every been conducted?

_____ Yes

___x__ No

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

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

____Yes (See NOTE Below)

__x_ No

If no, why not?

PPIHST is working with its IT partners and the College of Charleston Education Department, or other similar type of organization, in the development of an external assessment program. The goal is to evaluate student content comprehension based upon performance during the immersive project based programs.

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?

5% or 10% reductions would be addressed to program development. It is hoped in such a case, fee generation from customized or contracted services from schools not covered by the EIA funding, however, could offset a 5% or 10%reduction

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?

PPIHST development team planned its scope of work for the fiscal year 2014-15 based on an appropriation at the current level. Even in this early stage of the project's implementation, the team anticipates being able to maintain all current objectives, activities and continued program development with no loss of impact. PPIHST will continue to evaluate the best possible strategies to carry out its mission. Our goal for the 2015 – 16 school year will be to expand the program in providing the LDLP educational experience to 100 schools in South Carolina. To do this PPIHST will continue to facilitate collaboration among its diverse education stakeholders, leverage existing resources and improve student achievement in South Carolina's K-12 schools.

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		415,000
General Fund		0
Lottery		0
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		0
TOTAL:		**415,000**

Expenditures	2013-14 Actual	2014-15 Estimated
Personnel Service		96,000
Contractual Services		44,000
Supplies & Materials		160,000
Fixed Charges		
Travel		20,000
Equipment		95,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		0
Other: Transfers		0
Balance Remaining		
TOTAL:		**415,000**
# FTES:		

"Oscar, I AM!" and "Harry, I WAS!?"

Blended Learning Schools for 2014-2015

	School Information	Number of "Harry, I WAS?!" Books	Number of "Oscar, I AM!" Books
1.	**Westwood Elementary School** c/o Jean Smith 124 Hwy 28 By-Pass Abbeville, SC 29620 864-366-9604 (ABBEVILLE)	150	150
2.	**Ridge Spring Monette Elementary School** c/o Callie Herlong 422 Hazzard Circle Ridge Spring, SC 29129 803685-2000 (AIKEN)	190	190
3.	**Fairfax Elementary School** c/o Christine Allen-Knight 734 14th Street Fairfax, SC 29827 803-632-2536 (ALLENDALE)	65	65
4.	**La France Elementary School** c/o Hope Morgan Atyeo 550 Williams Street Pendleton, SC 29670 864-403-2305 (ANDERSON)	75	75
5.	**Denmark-Olar Elementary School** c/o D.Davis 1459 Solomon Blatt Denmark, SC 29402 803-793-3112 (BAMBERG)	100	100
6.	**Macedonia Elementary School** c/o Christina Marie Snider 556 Jones Bridge Road Blackville, SC 29817 803-284-5800 (Barnwell)	100	100

7.	**Beaufort Elementary School** c/o Gary McCulloch 1800 Prince Street Beaufort, SC 29906 843-322-2600 (BEAUFORT)	90	90
8.	**Devon Forest Elementary School** c/o Jessica Berger 1127 Dorothy Street Goose Creek, SC 29445 (843) 820-3880 (BERKELEY)	160	160
9.	**H.E. Bonner Elementary School** c/o Lisa Johnson 171 Macedonia Foxes Circle Moncks Corner, SC 29461 Phone: 843-899-8950 (BERKELEY)	140	140
10.	**Calhoun School District** **c/o Christia Murdaugh** **Director of Curriculum and Instruction** **125 Herlong Avenue** **St. Matthews, SC 29135** **803-655-7310** **(CALHOUN)**	130	130
11.	**Pinckney Elementary School** c/o Mary Huffman 3300 Thomas Cairo Blvd. Mt Pleasant, SC 29466 (843) 856-4585 (CHARLESTON)	530	530
12.	**GRASSY POND ELEMENTARY SCHOOL** c/o Kimberly Elder 1146 Boiling Springs Hwy. Gaffney, SC 29341 864-487-1256 (CHEROKEE)	100	100
13.	**Chester Park School of the Arts** c/o Anne Stone 835-A Lancaster Highway Chester, SC 29706 803-581-7279 (CHESTER)	130	130

14.	**Chester Park School of the Arts** c/o Anne Stone 835-A Lancaster Highway Chester, SC 29406 803-581-7275 (CHESTER)	100	100
15.	**Lewisville Elementary School** c/o Wanda Frederick 4006 Lewisville High School Road Richburg, SC 29729 803-789-3954 (CHESTER)	130	130
16.	**Pageland Elementary School** c/o Lauren Watson, Curriculum Coordinator 715 W. McGregor Street Pageland, SC 29728 843-672-2400 (CHESTERFIELD)	100	100
17.	**Clarendon School District 2** c/o Marie Gibbons, Senior Exec. Director for Instruction Manning, SC 29102 Phone: (803) 435-4435 (CLARENDON)	210	210
18.	**Cottageville Elementary School** c/o Jessica Williams 648 Peirce Road Cottageville, SC 29435 843- 835-5716 (COLLETON)	80	80
19.	**West Hartsville Elementary School** c/o Leigh Lloyd 214 Clyde Road Hartsville, SC 29550 843-857-3301 (DARLINGTON)	100	100
20.	**Latta Middle School** c/o Virginia Foreman 612 North Richardson Street Latta, SC 29565 843-752-7117 (DILLON)	165	165

21.	**Williams Memorial Elementary School** c/o Sherry Carter, 5th Grade Teacher 290 Metts St. George, SC 29477 (DORCHESTER)	110	110
22.	**Merriwether Elementary School** c/o La'Kendra Garrett 565 Spring Haven Drive North Augusta, SC 29860 Phone:(803) 279-9993 (EDGEFIELD)	130	130
23.	**Geiger Elementary School** c/o Denise Clark-Wilson 150 TM Cook Ridgeway, SC 29130 803-337-8288 (FAIRFIELD)	180	180
24.	**Henry Timrod Elementary School** c/o Dawn Walker 1901 E Old Marion Hwy Florence, SC 29506 843-664-8454 (FLORENCE)	70	70
25.	**Coastal Montessori Charter School** c/o Dr. Nathaniel Hunter 247 Wildcat Way Pawleys Island, SC 29585 843-235-0413 (GEORGETOWN)	100	100
26.	**Greenville County Schools** c/o Dr. DeeDee Washington Assoc. Supt. of Academics 301 E. Camperdown Way Greenville, SC 29601 864-355-3142 (GREENVILLE)	180	180
27.	**Lakeview Elementary School** c/o Diane Carver 660 Center Street Greenwood, SC 29649 864-941-5760 (GREENWOOD)	110	110

28.	**Springfield Elementary** c/o Rhonda Powell 1608 Florida Avenue Greenwood, SC 29646 843-941-5535 (GREENWOOD)	105	105
29.	**Hampton County School District 2** c/o J. Johnson Curriculum Coordinator 319 4th Street Estill, SC 29918 803-625-5000 (HAMPTON)	120	120
30.	**Horry County Schools** c/o Boone Myrick Curriculum and Instruction 335 Four Mile Road Conway, SC 29528 843-488-6700 (HORRY)	100	100
31.	**Ridgeland Elementary School** c/o Denise Strong 250 Jaguar Trail, Unit #103 Ridgeland, SC 29936 843-717-1300 (JASPER)	160	160
32.	**Harleyville Elementary School** c/o Robert Candillo 150 Hurricane Alley Hardeeville, SC 29927 Phone:(843) 784-8400 (JASPER)	160	160
33.	**Blaney Elementary School** c/o Jessica Frye 1621 Smyrna Road Elgin, SC 29045 803-438-3241 (KERSHAW)	130	130
34.	**Ford Elementary School** c/o Sarah Hill 601 Lucas Avenue Laurens, SC 29360 864-940-0366 (LAURENS		

35.	**Lancaster School District** c/o Director Linda Blackwell 300 S. Catawba Street Lancaster, SC 29720 803-416-8855 (LANCASTER)		
36.	**Lower Lee Elementary** c/o Principal Angela Jacobs 5142 St. Charles Road Mayesville, SC 29104 803-428-3637 (LEE)	65	65
37.	**Lexington Elementary School** 116 Azalea Drive Lexington, SC 29702 803-821-4000 (LEXINGTON 1)	125	125
38.	**C. A. Taylor Elementary School** c/o Vanessa Burgos 103 Ann Lane Cayce, SC 29033 803-739-4180 (LEXINGTON 2)	220	220
39.	**Marlboro County School District** c/o Teresa G. Battle Executive Director for Curriculum, Instruction and Assessment 122 Broad Street Bennettsville, SC 29512 843-479-4016 (1540) (MARLBORO)	100	100
40.	**Marion County School District** 719 North Main Street Mrs. Cindy Floyd-Jones Instructional Tech Coach Marion, SC 29571 843-362-3510 (MARION)	160	160
41.	**McCormick Elementary School** **c/o Toye Willis, Principal** **6979 Hwy 28 South** **McCormick, SC 29835** **864-443-2292** **(MCCORMICK)**	65	65

42.	**Whitmire Community School** c/o Sarah Lee 2597 Highway 66 Whitmire, SC 29178 803-694-2320 (NEWBERRY)	60	60
43- 50.	**Blue Ridge Elementary (9 others schools get 1 set of books)** c/o Lauren Harrison ELA Instructional Coordinator School District of Oconee 414 S. Pine Street Walhalla, SC 29691 864-866-4400 (ext. 3426) (OCONEE)	345	345
51.	**Orangeburg Consolidated School District 3** **c/o Deborah Brunson** **Interim Director of Curriculum and Instruction** **1654 Camden Road** **Holly Hill, SC 29059** **803-496-3288 (3019)** **(ORANGEBURG)**	100	100
52.	**Pickens Elementary School** c/o Carla Alexander 567 Hampton Avenue Pickens, SC 29671 864-397-2332 (PICKENS)	75	75
53.	**Joseph Keels Elementary** c/o Angel M. Brown Richland 2 Social Studies Specialist 500 Spears Creek Church Road Elgin, SC 29229 (RICHLAND)	120	120
54.	**Hollywood Elementary School** c/o Sarah Hager 1261 Hollywood Road Saluda, SC 29138 937-418-4825 (SALUDA)	65	65
55.	**Campabello-Gramling Elementary School** c/o Jennifer Still 250 Fagan Avenue Campobello, SC 29322 864-472-9110 (SPARTANBURG)	130	130

56.	**Kingsbury Elementary School** c/o Angela Flowers 825 Kingsbury Drive Sumter, SC 29154 (SUMTER)	150	150
57.	**Buffalo Elementary School** c/o Kasi Wilson 733 Main Street Buffalo, SC 29321 864-429-1730 (UNION)	110	110
58.	**Hemingway Elementary School** c/o Principal Cynthia Brown Curriculum Specialist, Debra Shackleford 160 County Road S-45-430 Hemingway, South Carolina 29554 843-558-4444 (WILLIAMSBURG)	100	100
59.	**Fort Mill School District –York 4** c/o Anne Bogan 2233 Deerfield Drive Fort Mill, SC 29715 803-548-2527 (YORK)	100	100
		6,800	6,800
		13,600	

Cindy Clark

From: Cindy Clark
Sent: Wednesday, October 01, 2014 11:05 AM
To: Keith Grybowski
Subject: Fall/Winter Shirts 2014-2015

Ladies Shirts(L639-page 29)
Tammy-Small (1-blue, 1green, 1 purple)
Clark-XLarge (1 blue, 1 green, 1 purple)
Alicia- Med (1 blue, 1 green, 1 purple)
Hannah- small (1 blue, 1 green, 1 purple)
Heather - XL (1-blue, 1 green, 1 purple)
Ladies Jackets(p. 546—L318)
Clark-XLarge
Tammy-Medium
Alicia- Medium
Hannah- Small
Heather - XL

GUYS Shirts(S639-page 28)
Boss-Xlarge (how many colors?)
Lincoln-XLarge(3 Total-1 blue, purple and green)
Kenny-Small (3 Total- 1blue/purple/green)

GUYS Jackets (J318-pg. 546)
Boss –Xlarge
Lincoln-XLarge
Kenny-Small

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT

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

Cindy Clark

Supt. Oconee

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

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

(9 Schools getting set of books

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

Cindy Clark Anderson 4

From: Charlotte McDavid <CMcDavid@anderson4.org> Supt.
Sent: Sunday, July 27, 2014 10:41 AM
To: Cindy Clark
Subject: RE: Just Cindy Clark---FREE PROGRAM for your 5th graders!!!

Good morning,

Anderson School District 4 has 4 elementary schools in which we would like be a part of the Blended Learning Initiative. Is there an enrollment form for schools to complete?

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Thursday, July 24, 2014 3:59 PM
To: Lee DAndrea
Subject: Just Cindy Clark---FREE PROGRAM for your 5th graders!!!

Dear Dr. D'Andrea,
Dr. Slayman, of Chester County, gave me her blessings to say she is excited about this program and that they are participating too. She thought perhaps y'all would want to be part of this as well.
Patriots Point's Institute of History, Science and Technology is excited to invite one school from your county to be part of our FIRST EVER Blended Learning Initiative for the upcoming school year. This completely FREE Program for 50 selected schools in South Carolina is part of a yearlong grant that we received from the EOC. All you need to do is send confirmation that your school wishes to enroll in this program ASAP and we will bring you the books and materials in the early Fall 2014.
Once you confirm the specific school every 5th grader in that school will get the books completely free as well as teachers.
All we need is the number of classes and projected 5th graders.
Please respond either way so that we can offer to other schools if you do not want to participate.
We have over 30 schools already enrolled so space is limited.
Thanks for all you do.
God bless you and your school.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT

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

Cindy Clark

Supt. Chester

From: Agnes Slayman <ASlayman@chester.k12.sc.us>
Sent: Tuesday, July 22, 2014 3:14 PM
To: Cindy Clark
Cc: Anne Stone
Subject: RE: Just Cindy Clark---FREE PROGRAM for your 5th graders!!!

Ms. Clark,

Chester County School District would like to request consideration for the Chester Park School of the Arts to represent our county. Anne Stone is the principal and can be reached at astone@chester.k12.sc.us

Thank you for this opportunity!

Agnes

Dr. Agnes M. Slayman
Superintendent
Chester County School District
509 District Office Drive
Chester, SC 29706
(803) 581-9502

From: Cindy Clark <CClark@patriotspoint.org>
Sent: Tuesday, July 22, 2014 2:51 PM
To: CClark@patriotspoint.org
Subject: Just Cindy Clark---FREE PROGRAM for your 5th graders!!!

Dear Superintendents,
Patriots Point's Institute of History, Science and Technology is excited to invite one school from your county to be part of our FIRST EVER Blended Learning Initiative for the upcoming school year. This completely FREE Program for 50 selected schools in South Carolina is part of a yearlong grant that we received from the EOC. All you need to do is send confirmation that your school wishes to enroll in this program ASAP and we will bring you the books and materials in the early Fall 2014.
Once you confirm the specific school every 5th grader in that school will get the books completely free as well as teachers.
All we need is the number of classes and projected 5th graders.
Please respond either way so that we can offer to other schools if you do not want to participate.
We have over 30 schools already enrolled so space is limited.
Thanks for all you do.
God bless you and your school.
Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

Cindy Clark

Jasper Supt.

From: Washington, Vashti <vwashington@jcsd.net>
Sent: Wednesday, July 23, 2014 5:15 PM
To: Candillo, Robert; Bostick, Wanda
Cc: Cindy Clark
Subject: Fwd: Just Cindy Clark---FREE PROGRAM for your 5th graders!!!
Attachments: image001.png; ATT00001.htm; Blended Learning Package 2014-2015.docx; ATT00002.htm

Congratulations Mr. Candillo and Mrs. Bostick. Thanks to Ms Cindy Clark, 5th graders from both elementary schools will participate in this great learning opportunity.
Ms Clark will be in touch after school starts.

Thank you for your commitment to the children of Jasper County!

Dr. Vashti K. Washington
Superintendent, Jasper County Schools
PO Box 848
Ridgeland, SC 29936
(843) 717-1100

Begin forwarded message:

From: "Cindy Clark" <CClark@patriotspoint.org<mailto:CClark@patriotspoint.org>>
To: "CClark@patriotspoint.org<mailto:CClark@patriotspoint.org>" <CClark@patriotspoint.org<mailto:CClark@patriotspoint.org>>
Subject: Just Cindy Clark---FREE PROGRAM for your 5th graders!!!

Dear Superintendents,
Patriots Point's Institute of History, Science and Technology is excited to invite one school from your county to be part of our FIRST EVER Blended Learning Initiative for the upcoming school year. This completely FREE Program for 50 selected schools in South Carolina is part of a yearlong grant that we received from the EOC. All you need to do is send confirmation that your school wishes to enroll in this program ASAP and we will bring you the books and materials in the early Fall 2014.
Once you confirm the specific school every 5th grader in that school will get the books completely free as well as teachers.
All we need is the number of classes and projected 5th graders.
Please respond either way so that we can offer to other schools if you do not want to participate.
We have over 30 schools already enrolled so space is limited.
Thanks for all you do.
God bless you and your school.
Cindy Clark
Programs Coordinator
Institute of History, Science and Technology "Never underestimate the power of an encouraging word."

[cid:image001.png@01CFA599.482BE7D0]

Naval & Maritime Museum
Medal of Honor Museum

Cindy Clark

Berkeley
5TH Gr. Teacher

From: Jessica Berger <BergerJessica@bcsdschools.net>
Sent: Thursday, October 02, 2014 8:36 AM
To: Cindy Clark
Subject: RE: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Cindy,

Thank you so much for your hard work! We've received the books and are very excited to begin exploring them.

I just have one question. Is your intention for the students to keep the books or for them to be used within classrooms every year? We just want to make sure we are using them correctly.

Thank you!!

Jessica Berger

From: Cindy Clark [mailto:CClark@patriotspoint.org]
Sent: Tuesday, September 30, 2014 10:56 AM
To: jsmith@acsdsc.org; AllenC@acs.k12.sc.us; HAtyeo@anderson4.org; lpeeples@bamberg2.k12.sc.us; gary.mcculloch@beaufort.k12.sc.us; Jessica Berger; Lisa T. Johnson; mary_huffman@charleston.k12.sc.us; astone@chester.k12.sc.us; wfrederick@chester.k12.sc.us; Leigh.Lloyd@darlington.k12.sc.us; VForeman@mail.dillon3.k12.sc.us; dawn.walker@fsd1.org; Diana Carver; powellr@gwd50.org; rcandillo@jcsd.net; jessica.frye@kcsdschools.net; Sarah Hill; Vanessa Burgos; slee@newberry.k12.sc.us; lharrison@oconee.k12.sc.us; CarlaAlexander@pickens.k12.sc.us; abrown@richland2.org; shager@saludaschools.org; Angela.Flowers@sumterschools.net; cbrown2@wcsd.k12.sc.us; cherlong@acpsd.net; cherlong@acpsd.net; bsherman@greenville.k12.sc.us; mcginnm@fort-mill.k12.sc.us; mgibbons@csd2.org; AllenC@acs.k12.sc.us; April Evangelista; tgill@lexington1.net; pwells@union.k12.sc.us; lwgarrett@edgefield.k12.sc.us; mgibbons@csd2.org; tratchford@echalk.fairfield.k12.sc.us; wbostick@jcsd.net; steel.jess@yahoo.com; kisercarter@yahoo.com; dstrong@jcd.net; meredith.shockley@spart1.org
Cc: Cleo.Richardson@fsd1.org; vwashington@jcsd.net; mthorsland@oconee.k12.sc.us; jtindal@csd2.org; aslayman@chester.k12.sc.us; bstrickland@laurens55.org; rdozier@gcsd.k12.sc.us
Subject: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

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!!!
Thanks for all y'all do.
God bless each of you and Happy FALL.

Cindy Clark Charleston

From: MARY HUFFMAN <mary_huffman@charleston.k12.sc.us> 5TH Gr. Teacher
Sent: Wednesday, October 01, 2014 3:34 PM
To: Cindy Clark
Subject: Re: Any books yet?

Yeahhhh!!! They have arrived today, but I haven't had a chance to take them out of the boxes until tomorrow morning. I'll email all the teachers to take pictures with them and I will take a master picture with the awesome large piles of books from you guys before I pass them out to teachers!! I love it! The new cover it beautiful!!! Then I'll send them to you soon. Thanks for allowing me to participate in this grant with you!!

Love you,
Mary

On Wed, Oct 1, 2014 at 9:39 AM, Cindy Clark <CClark@patriotspoint.org> wrote:

Happy October!!!

Can you send a pic and some brief comments when you get them?

Maybe a pic of a group of kids receiving them?!

Thanks, Mary.

God bless you.

From: Cindy Clark
Sent: Tuesday, September 30, 2014 3:54 PM
To: 'MARY HUFFMAN'
Subject: RE: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Yes

From: MARY HUFFMAN [mailto:mary_huffman@charleston.k12.sc.us]
Sent: Tuesday, September 30, 2014 3:48 PM
To: Cindy Clark
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

Yeahhhh!!! Thanks so much!! Are the boxes made out to me? I wanted to make sure that they were given to me and not just pushed to the side with 100 teachers here.

Cindy Clark

Chester Principal

From: Anne Stone <AStone@chester.k12.sc.us>
Sent: Wednesday, July 23, 2014 12:45 PM
To: Cindy Clark
Subject: RE: Cindy Clark with Blended Learning Program

Hi Cindy,

We are excited about the program. We have 4 classes of 5th grade with 95 students.

Thanks,

Anne Stone
Principal
Chester Park Elementary School of the Arts

From: Cindy Clark <CClark@patriotspoint.org>
Sent: Wednesday, July 23, 2014 11:02 AM
To: Anne Stone
Cc: Agnes Slayman
Subject: Cindy Clark with Blended Learning Program

Hi, Mrs. Stone,
Mrs. Slayman said to email your regarding y'all being involved in our new Blended Learning Initiative.
We will be in touch again but need to have your projected 5th graders count for this year and how many separate classes. This is for ordering of your books.
Am attaching the same form I sent earlier.
We are excited to have y'all on board.
Thanks for all you do.
God bless you and your school.

Cindy Clark
Programs Coordinator
Institute of History, Science and Technology
"Never underestimate the power of an encouraging word."

PATRIOTS POINT

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

Cindy Clark

Clarendon
ELA Coordinator

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!!!

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

Dillion Teacher Reaction

From: Cindy Clark
Sent: Wednesday, October 01, 2014 7:22 AM
To: Virginia Foreman
Subject: Re: THE BOOKS ARE COMING...THE BOOKS ARE COMING!!!

The books beat the packet but it should be there this week. So grateful y'all like the books.
☺

Sent from my Verizon Wireless 4G LTE DROID

Virginia Foreman <VForeman@mail.dillon3.k12.sc.us> wrote:

I received our books yesterday and I can not tell you how excited we were to books that related to 5th grade directly!!!!! A teacher's Christmas!! :) I noticed in your email that we should also receive a packet of information, I'm assuming in one of the boxes. We opened each box yesterday, divided them up for our students/teachers, and did not see any information packet. Am I missing something or is the packet of information coming in a different package or box?

Jenny Foreman
5th Grade ELA/Social Studies
Latta Middle School
602 North Richardson Street
Latta, SC 29565
(843)-752-7117

>>> "Cindy Clark" <CClark@patriotspoint.org> 9/30/2014 10:56 AM >>>
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.

Cindy Clark

Florence 1

5TH Grade Teacher

From: Walker, Dawn <Dawn.Walker@fsd1.org>
Sent: Thursday, July 31, 2014 2:46 PM
To: Cindy Clark
Cc: RICHARDSON, CLEO; McBride, Michelle
Subject: Re: Cindy Clark

Yes.. We are excited as well! We will definitely use them and stay in touch.
I teach 5th grade Science and Social Studies at Henry Timrod Elementary in Florence School District One.
We have 4 classes (including a special education class that teaches the same standards I do with the other 3 classes). Our projected number of students is 65. Yes, I will be your contact person... You can reach me by email- or our school number is 843-664-8454- Thanks for all you do! Look forward to hearing from you,
Dawn Walker

Sent from my iPad

On Jul 31, 2014, at 12:57 PM, "Cindy Clark" <CClark@patriotspoint.org> wrote:

> Hi, Dawn,
> We are excited to have y'all as our Florence County 5th grade school!!!
> Would you send me your projected number of 5th graders and classes for ordering the books?
> We will deliver them probably about the middle of September and be in touch.
> Also, could you send me the name of your school? Will you be our contact person?
> Again, thanks for all you do.
> God bless y'all
>
> **Cindy Clark**
> **Programs Coordinator**
> **Institute of History, Science and Technology**
> **"Never underestimate the power of an encouraging word."**
>
> <image001.png>
>
> 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

This email (including attachments) may include confidential and/or proprietary information, and may be used only by the person or entity to which it is addressed. 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. The opinions expressed do not necessarily represent the official position of Florence School District One.

Cindy Clark

Lexington 2
5TH Gr. Teacher

From: Vanessa Burgos <vburgos@lex2.org>
Sent: Tuesday, July 15, 2014 3:48 PM
To: Cindy Clark
Subject: Re: A free invitation for your 5th grade classes from the USS Yorktown!!!

I would love take advantage of this opportunity. Can I enroll seven fifth grade classrooms at Taylor Elementary in Cayce?

V B Kelly

On Jul 15, 2014, at 3:42 PM, Cindy Clark <CClark@patriotspoint.org> wrote:

> Dear Vanessa,
> We are excited to ask y'all to be part of our FREE Blended Learning Initiative for 2014-2015.
> There is NO cost to your school and we will come to YOU and show your teachers how to use the program too!!!
> Thanks for reading and replying at your earliest convenience.
> Please do not hesitate to call with any questions.
> God bless you and your school.
>
> **Cindy Clark**
> **Programs Coordinator**
> **Institute of History, Science and Technology**
> **"Never underestimate the power of an encouraging word."**
>
> <image002.png>
>
> Naval & Maritime Museum
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> 40 Patriots Point Road
> Mt. Pleasant, SC 29464
> Direct: 843-971-5046
> Cell: 843-518-0578
> Web: PatriotsPoint.org
>
> <For Immediate Release2014Institute 070914.docx>

No virus found in this message.
Checked by AVG - www.avg.com
Version: 2014.0.4765 / Virus Database: 4025/8309 - Release Date: 10/01/14

EIA Program Report for Fiscal Year 2014-2015

Coversheet

EIA-Funded Program Name: **EEDA**

Current Fiscal Year: **2014-2015**

Current EIA Appropriation: **$1,302,000**

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

Telephone Number: 803-465-4418

E-mail: lpershouse@sccommerce.com

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 in the current fiscal year

_X_Other: Was created and implemented by the SC Education and Economic Development Act of 2005

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: Chapter 59 of Title 59

Section 59-59-180

Section 13-1-1810

Section 13-1-1820

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

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

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

_X__Yes

____ No

The South Carolina Department of Commerce oversees the Regional Education Centers and governs the implementations of their programs.

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. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The twelve Regional Education Centers (RECs) created by the Education and Economic Development Act of 2005 act as the connection between business, education, and workforce development entities in the state. They are structurally aligned with the state's Workforce Investment Act (WIA) districts. Each REC has an Advisory Board of 24 legislatively appointed members, at least half of which are local business leaders. From career and college planning resources for students and adults to training opportunities for educators and employers, the RECs are working to connect all South Carolinians to the information, resources and services they need to achieve success in the global workplace. Each REC receives 1/12th of the allocated funding.

The RECs value proposition is workforce development via multiple educational routes that is aligned with the economic competitive needs of a given region. The Centers are business-driven and are connectors for business, education, and workforce development partners seeking to develop and maintain a skilled and globally competitive workforce. As the RECs have matured, it is apparent that the real value they play is to increase economic competitiveness in all regions of our state through the creation of a skilled and goal-oriented workforce. They foster dialogue between education and business, identify the workforce needs of business and convey them to educators, educate teachers on how to incorporate real-world skills in curriculum, and connect students to valuable opportunities in order to aid in career choices.

For Businesses

- RECs are the vehicle for providing a relationship between students and business – preparing the future labor force with workforce needs in mind
- Provided with a more skilled workforce

For Teachers

- Given the opportunity to learn about opportunities for students beyond the classroom
- Educated on practical hands-on ways to improve their lesson plans to translate employer needs to student instruction

For Students

- Connected with opportunities to gain practical knowledge and/or future employment
- Exposed to a wider variety of career choices

Question 4: In the prior fiscal year, 2012-13, 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?

In the prior fiscal year, 2012-13, the Regional Education Centers performed a variety of program activities to facilitate attainment of the objectives provided in Question 3. These include, but are not limited to, organizing career fairs, providing externships for teachers, administering WorkKeys assessments, coordinating FASFA Nights and College Application Days, arranging college, technical college, and industry tours for students, parents, and teachers, and working collaboratively with all Regional Education Center partners and other stakeholders to support other initiatives in the region.

Examples of REC Initiatives

1. Midlands Manufacturing… START Here! - Midlands
    a. Educators visit local manufacturing facilities and coordinated a return visit with interested students and families (Seeking to expand beyond manufacturing)
2. Summer Externships for Teachers and Students (Education is Good for Business) - Catawba
    a. Place teachers and students in manufacturing companies to job shadow, accompanied by labs at local technical colleges. The teachers are instructed on how to improve their lesson plans and the students are exposed to businesses with the potential for employment opportunities.
3. Workforce Development Summit - Catawba
    a. Roundtables that increase the dialogue between non-profit, education, business, and government in order to hone in on workforce development needs and challenges.
4. Anderson Oconee Pickens Business and Industry Showcase – Pendleton
    a. Provides an annual career showcase to 8th grade students to expose them to a wider variety of career choices
5. Georgetown County Sheriff Summer Academy – Waccamaw
    a. Students spend one week learning all areas of employment in law enforcement

A major change in processes occurred on April 7th, when Governor Haley signed into law H.3410, which transferred the Regional Education Centers to the Department of Commerce.

H.3410
AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, BY ADDING ARTICLE 13 TO CHAPTER 1, TITLE 13 SO AS TO TRANSFER THE REGIONAL EDUCATION CENTERS ESTABLISHED BY THE EDUCATION AND ECONOMIC DEVELOPMENT COORDINATING COUNCIL TO THE DEPARTMENT OF COMMERCE.

The Department of Commerce is in a unique position to foster discussions, fact finding, and needs assessment with the business community. DOC will work with Department representatives from Education, Employment and Workforce, the State Board for Technical and Comprehensive Education, the Commission on Higher Education, and members of the Education and Economic Development Coordinating Council to continue existing REC projects. The DOC is committed to providing support, current market awareness, and out collaborative inter-agency relationships to assist the mission of the Centers.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

- Over 540 Career Specialists FTEs were funded in middle and high schools.
- Over 250,000 students developed/revised their individual graduation plans (IGPs).
- Thirty high schools received funds to implement or continue evidence based at-risk programs.
- Over 13,000 career-related events, classes, and/or other activities coordinated or facilitated by career specialists.
- Approximately 180 virtual job shadowing/career exploration videos were available to all students and educators.
- Over 1,960 new businesses were engaged as a result of Personal Pathways to Success activities.
- 693 civic organizations presented with way to foster business and education partnerships
- 2,277 adult learners introduced to new career and education paths

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

- Since 2012, approximately 288,000 students have participated in EEDA funded and/or endorsed Regional Education Center student programs.
- 87 percent of the over 300 parent respondents indicated that they believe the annual IGP conferences are beneficial to their children as they prepare to be promoted to the next grade level.
- 149 events were hosted for educators, students, industry representatives, and local government in 2014
- 6,508 educators were provided tours or externship opportunities with local industry in order to tailor their curriculum to workforce needs.

Further successes can be reviewed on the "Success Stories" page of the Regional Education Centers website: http://blog.recs.sc.gov/

Question 7: Program Evaluations

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

Has an evaluation ever been conducted?

____ **Yes**

__X__ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

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

_____ **Yes**

_X__ **No**

If yes, please prove URL link here.

If no, why not? Not available

Question 8:

While EIA revenues increased in 2012-13 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 2013-14? What other funding sources would be sought?

To absorb or offset a potential reduction, the amount of EIA-specific funding available to each REC would decrease.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

If no additional EIA revenues are appropriated in 2014-15 above the current year's appropriation, the objectives, activities, and priorities will continue to be implemented as they currently are; however, they would lose the potential for increase in scale and scope.

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?

N/A

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

Nikki R. Haley
Governor

SOUTH CAROLINA
DEPARTMENT OF COMMERCE

Robert M. Hitt III
Secretary

September 25, 2014

Ms. Melanie Barton
Executive Director
Education Oversight Committee
1105 Pendleton Street
Columbia, SC 29201

Dear Ms. Barton:

On April 7, 2014, Governor Haley signed into law H-3410, which transferred the Regional Education Centers to the Department of Commerce. The twelve Regional Education Centers (RECs) created by the Education and Economic Development Act of 2005, act as the connection between business, education and workforce development entities in the state. The RECs' value proposition is workforce development via multiple educational routes aligned with the economic competitive needs of a given region. The Centers are business-driven and are conduits for business, education, and workforce development partners seeking to develop and maintain a skilled and globally competitive workforce.

Workforce development is a critical element for continuing South Carolina's success in recruiting new business, encouraging existing companies to expand, and retaining our current businesses. Of my primary goals for the Department of Commerce, workforce development is in the top two.

The importance of this mission cannot be understated. The Department of Commerce is committed to providing support, current market awareness and our collaborative inter-agency relationships to assist each Center. Of most importance is to continue the positive impact each REC is having in their communities, and that they know the Department of Commerce is dedicated to enabling current and future efforts.

Thank you for your support,

Robert M. Hitt III

RMH/lp/vw

1201 Main Street, Suite 1600, Columbia, SC 29201
Tel: (803) 737-0400 • Fax: (803) 737-0418 • www.sccommerce.com

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name: Charter Per Pupil Funding

Current Fiscal Year: **2014-15**

Current EIA Appropriation: $ 56,253,692

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

Mailing Address: 3710 Landmark Drive, Suite 201, Columbia SC 29204

Telephone Number: (803) 734-8017

E-mail: trobinson@sccharter.org

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

_x_ was funded last fiscal year by general or other funds

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

__ 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:

59-29-170, Part IB section 1A H63-Dept of Education - EIA

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

IA.69

Regulation(s):

n/a

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

____ Yes

_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.)

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.

In terms of annual objectives, each school is responsible for forming a budget to best use these funds and be good stewards of taxpayer dollars. In combination with federal and state funds, these proviso funds make up each school's operating budget.

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?

Two percent of state funds are retained at the District level. The remaining funds go directly to the charter schools, and the District receives a copy of the annual audit from each school.

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.

Examples included salaries, purchased services, supplies and materials. Expenditures will vary by charter school.

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.

Without these funds, the District's charter schools would be unable to operate.

Question 7: Program Evaluations

Has an independent evaluation of the program every 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?

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 FY13.

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

__x__Yes

____ No

If no, why not?

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?

The SCPCSD cannot operate with fewer funds as we continue to grow in student population each year and have no ability to tax a locality.

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?

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.

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:

___ 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

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?

$_____

The District will be submitting a budget request to the Governor's office by the stated deadline.

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.

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		56,253,692
General Fund	42,473,146	
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**42,473,146**	**56,253,692**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	38,175,871	55,128,618
Other: Transfers		
2% District (Administrative)	779,099	1,125,074
Balance Remaining	3,518,176	0
TOTAL:		
# FTES:	**836.80**	**1,027.00**

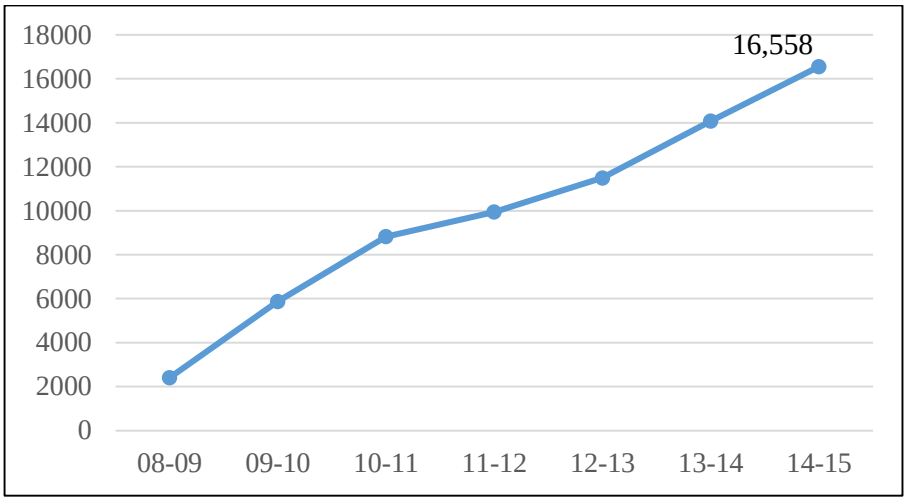
South Carolina Public Charter School District

Facts and Figures, 2014-15

Schools and Enrollment

2008-09: 5 schools
2009-10: 7 schools
2010-11: 11 schools
2011-12: 13 schools
2012-13: 18 schools
2013-14: 24 schools
2014-15: 31 schools

*5 schools intend to open in 2015-16



At the conclusion of the 2014-15 school year, the SCPCSD Board of Directors voted to not renew the charter of Palmetto State E-cademy and to revoke the charter of Lake City College Preparatory Academy. Lead Academy, an existing charter school in Greenville County, also transferred into the District for the 2014-15 school year.

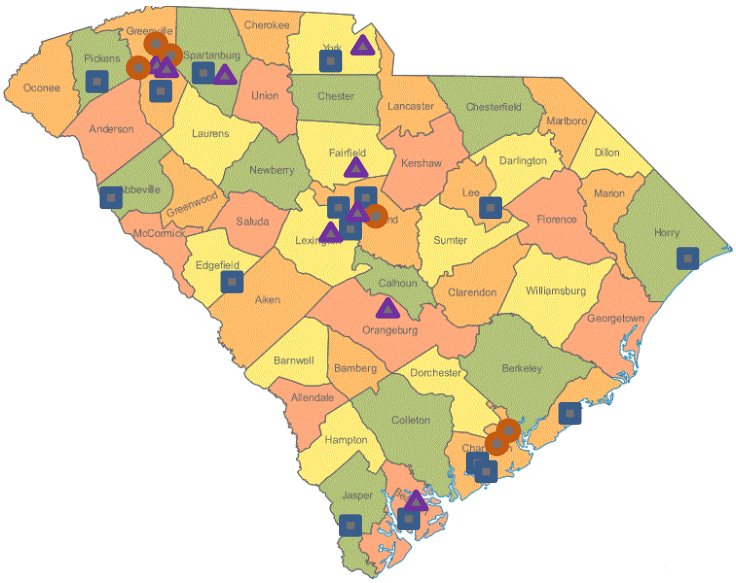
New Schools

The following schools have been approved and intend to open in school year 2015-16:

Intense Charter School	Easley
**Legacy Charter School	Greenville
Lighthouse Charter School	N. Charleston
Marshall-Carver Preparatory School	N. Charleston
NEXT High School	Greenville
Te Bene Academy	Columbia

** Legacy is an existing charter school approved for transfer into the SCPCSD.

School Locations



Existing
Opened in 2014
Scheduled to open in 2015

South Carolina Public Charter School District

Facts and Figures, 2013-14

Accountability

2013 SC Annual School Report Cards			
	Elementary	**Middle**	**High**
Excellent	Cape Romain East Point Spartanburg	Palmetto Scholars Spartanburg Youth Leadership	Calhoun Falls Fox Creek
Good	York Prep		
Average	Connections SC Virtual	Calhoun Falls Connections SC Virtual York Prep	
Below Average	Lake City Royal Live Oaks	Calvert Royal Live Oaks	
At Risk	Calvert Imagine	Lake City	Connections Provost PS E-cademy SC Virtual

The District received an "At-Risk" Absolute rating and a "Good" Growth rating for 2013. The chart above indicates that several schools in the district are doing well academically, receiving eight "Excellent" ratings. However, several schools are performing poorly, particularly at the high school level in the virtual schools. This sector represents the largest percentage of the district's student population, and thus contributed most heavily to the district's overall rating.

2013 ESEA/Federal Accountability Scores

School	Score	Letter
East Point Academy	100	A
Palmetto Scholars Academy	100	A
Youth Leadership Academy	100	A
Spartanburg Preparatory School	97.8	A
Calhoun Falls Charter School	94.9	A
York Preparatory Academy	86.6	B
Lake City College Preparatory Academy	80	B
Provost Academy South Carolina	79.7	C
SC Connections Academy	77.9	C
Fox Creek High School	67.6	D
SC Virtual Charter School	66.8	D
SC Calvert Academy	55.4	F
Royal Live Oaks Academy	50.5	F
Imagine Columbia Leadership Academy	20	F
Palmetto State E-cademy	15.9	F
District	**75.5**	**C**

Federal Accountability results also indicate a wide distribution of scores, with three schools receiving perfect 100 scores, four other schools receiving an "A" or "B", and four schools receiving an "F". Again, the high percentage of students in virtual schools contributed most to the district's overall rating of "C", an improvement by one letter grade from the previous year.

Mrs. Melanie Barton
SC Education Oversight Committee
1105 Pendleton Street
Room 227 Blatt Building
Columbia, SC 29211

October 3, 2014

Dear Mrs. Barton,

South Carolina First Steps to School Readiness is delighted to provide the attached EIA Program Report for FY15.

As you know, First Steps has been primarily funded by EIA revenues during FY15 for the first time in the initiative's history. Historically this amount has never totaled more than 11% of our overall budget.

In the enclosed document, we have attempted to provide a comprehensive overview of the South Carolina First Steps and its varied, statewide services. I hope you won't hesitate to call upon us if we can be of any assistance to the Committee during its upcoming deliberations.

Respectfully,

Dr. Dan Wuori
Deputy Director

1300 Sumter Street • Concord Bldg., Suite 100 • Columbia, South Carolina 29201
Phone 803-734-0479 • Fax 803-734-1431• Web site www.scfirststeps.org

EIA Program Report for Fiscal Year 2014-15

Coversheet

EIA-Funded Program Name:	**SC First Steps to School Readiness**
Current Fiscal Year:	**2014-15**
Current EIA Appropriation:	**$26,200,685**
Name of Person Completing Survey:	**Dr. Dan Wuori, Deputy Director**
Mailing Address:	**1300 Sumter Street, Suite 100** **Columbia, SC 29201**
Telephone Number:	**803-734-0100**
E-mail:	**dwuori@scfirststeps.org**

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

X was funded last fiscal year by general or other funds

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

__ 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: **SC Title 59, Chapter 152: SC First Steps to School Readiness**

SC Title 59, Chapter 155, SC Read to Succeed Act

Proviso(s): (If applicable. Please make references to the 2014-15 General

Appropriation Act, Act 286 of 2014.)

Proviso 1.74, Proviso 1.78, Proviso 1.85, Proviso 1A.33, Proviso 1A.75, Proviso 1A.76,

Proviso 1A.77, Proviso 117.104, Proviso 117.108

Regulation(s): N/A

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

X Yes – First Steps' Program and Operations Standards are Approved Annually by the SCFS Board of Trustees

____ 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.)

Section 59-152-30 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.

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?

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 more than 150 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.

HEALTHY START: 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.

EARLY EDUCATION: 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.

SCHOOL TRANSITION: 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.

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.

A sampling of key outputs for FY14 includes:

- 1,320 children served in CDEPP 4K
- 100+ 4K teachers and directors trained in Creative Curriculum
- During FY14, First Steps provided 21,517 Parents as Teachers home visits to 1,100 families with 1,263 at-risk children. 1,031 Ages and Stages screenings completed. 109 vision screenings, 126 hearing screenings.
- During the summer of 2013, 853 children received 4,924 Countdown to Kindergarten home visits at an estimated cost of $311 per child.
- 4,724 children served via BabyNet, 10,000+ BabyNet client referrals processed.
- 4,339 children enrolled in the Dolly Parton Imagination Library
- 123 child care centers serving 4,958 high-risk children received 2,568 technical assistance site visits.
- 641 child care trainings offered statewide, with a combined total attendance of 13,323.
- 635 high-risk children provided with scholarships to access quality child care.

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.

- First Steps has **increased accountability** within the state's early childhood system since 1999, expanding **evidence-based programs**, developing **nationally recognized program and data standards** and adopting common, statewide **outcome measures**. As part of a continuous improvement model, First Steps leaders have implemented the recommendations of **five separate external evaluations/reviews** since inception.

- The First Steps **fiscal accountability model** includes an **audit of each local Partnership** and preparation of a (state-level) **audited financial statement** – **all completed annually by the Office of the State Auditor**. First Steps' most recent audited financial statement received an "unmodified" (clean) opinion – the field's highest distinction.

- In First Steps' most recent external evaluation, **65.9% of parents** who initially scored at a low level of parenting skill **improved their abilities to moderate or high levels** after participation in a First Steps parent education program. First Steps has delivered **more than half a million parent education home visits** since inception. In October 2013, First Steps' **Parents as Teachers** program was honored by **The Riley Institute at Furman University** as one of three finalists for the **WhatWorksSC Award.**

- First Steps was the state's first investor in **Nurse-Family Partnership (NFP)** and has served as the program's state sponsor since 2008. A recent birth-outcome analysis conducted by DHEC showed that low-income mothers receiving this evidence-based nurse home visitation program were:
    - **173% less likely** to require admission to a **neonatal intensive care unit (NICU)**
    - **111% less likely** to be **born pre-term** (less than 37 weeks)
    - **105% less likely** to be born at a **low birth weight**

- According to an independent analysis by the High/Scope Educational Research Foundation, **childcare providers** participating in First Steps quality improvement programs made **statistically significant gains** in **each of seven domains quality measured.**

- A 2013 analysis by the Education Oversight Committee suggests that students participating in the **CDEPP 4K** program – when matched against non-participating students with similar risk factors – were **7% more likely to score "Exemplary in Reading"** as 3rd graders. These same students were **6% less likely to score "Not Met in Reading."**

- An independent analysis suggests that students participating in First Steps' **private 4K** settings achieved **comparable school readiness results** to those of children enrolled in public settings at **significantly lesser cost**. First Steps currently delivers 4K in more than 100 private and faith-based settings **at a cost 20% less** than that of the state's

public school districts ($4,690 vs. $5,812 per child) while providing **parental choice and support of the state's small businesses.**

- During FY14, First Steps provided high-quality **professional development** to nearly **11,000 SC childcare providers**. The child care industry **enables over 75,600 parents to participate in South Carolina's work force**. These parents **earn an estimated $2.4 billion** annually.

- Since inception in 1999, local **First Steps Partnerships** have leveraged **47 cents** in private/other funding **for every dollar in state funds** they have received.

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?

The most recent external evaluation of SC First Steps was published in 2010. The next evaluation will be provided to the SC General Assembly by November 15, 2014

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

X Yes

_____ No

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?

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.

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?

Because First Steps' local partnerships have been appropriated one-time carry forward funding to maintain current service levels in FY15, the absence of a requested increase of $1,431,051 could mean the discontinuation and/or reduction of partnership services to be determined by the state board.

First Steps has also requested a total of $1,503,908 to improve the provision of BabyNet services under the Individuals with Disabilities Education Act, Part C.

As discussed on the following page, these increases – along with the rest of First Steps' recurring budget, have been requested as appropriations from the state's General Fund (as opposed to the EIA).

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:

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

____ An increase over the current fiscal year's appropriation

__X – see explanation below__ 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?

$_____0*__- see explanation below_____

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?

After several years of funding entirely through the state's General Fund, $26.2M in First Steps funding was transferred to the EIA for FY15. Because EIA revenues are distributed incrementally throughout the year – with the first installment often unavailable until well after the beginning of the fiscal year – this switch has created significant operational and cash flow challenges for both SC First Steps and the SC Department of Education.

In cooperation with the SCDE, First Steps' has respectfully requested removal from the EIA funding stream for FY16 and a return of its full budget to the state's General Fund.

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		$ 26,200,685
General Fund	$ 27,225,789	
General Fund (non-recurring)		$ 7,348,100
Fees		
Other Sources		
EIA Reduction		
Federal Grants	$ 6,092,031	$ 6,113,824
Medicaid Reimbursement	$ 863,404	$ 1,000,000
Donations	$ 230,239	$ 25,000
Interest	$ 176,927	$ 75,000
Carry Forward from Prior Year	$ 2,528,122	$ 5,236,727
TOTAL:	**$ 37,116,512**	**$ 45,999,336**

Expenditures	2013-14 Actual	2014-15 Estimated
Personal Service	$ 2,909,288	$ 3,150,105
Contractual Services	$ 8,231,825	
Supplies & Materials	$ 122,570	
Fixed Charges	$ 240,651	
Travel	$ 121,381	
Equipment	$ 9,963	
Other Operating		$ 25,072,762
Employer Contributions	$ 972,650	$ 845,677
Allocations to Districts/Schools/Agencies/Entities	$ 20,152,537	$ 16,915,792
Federal Indirect Cost	$ 13,730	$ 15,000
Other: Transfers		
Balance Remaining		
TOTAL:	**$ 32,774,595**	**$ 45,999,336**
# FTES:		

FY2014-15	Line Item(s)	Total EIA Appropriation
A	**Reach Out and Read**	**500,000**
B	**Estimate of EFA Student Cost 2015-16 Letter to SCDE from B&CB**	
C		
D		
E		

NEW

Request for Education Improvement Act (EIA) Funding

Fiscal Year 2015-16

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 3, 2014 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: Reach Out and Read

PROGRAM ADMINISTRATION

Program Director: Callee Boulware
Address: 7 Medical Park Drive
Columbia, SC 29203

Telephone 803-960-7455 FAX 866-417-7789 Email callee.boulware@reachoutandread.org

PROGRAM FISCAL MANAGEMENT
Program Fiscal Officer Contact: Laurel Ford, CFO
Address: 56 Roland Street, Suite 100D
Boston, MA 02129

Telephone	FAX	Email
617-455-0600	617-455-0601	laurel.ford@reachoutandread.org

PERSON SUBMITTING REPORT:
Signature: _____

Date: _____

EIA Funds Requested for Fiscal Year 2015-16: $___500,000_____

<u>Question 1:</u> What is the mission and the primary objective(s) or goals of the program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Reach Out and Read prepares America's 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. 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 across the state.

Serving children from the earliest months possible within the medical home, local Reach Out and Read SC programs reach parents of infants, toddlers, and preschoolers as a vital part of the continuum of early learning services and supports for parents. Reach Out and Read SC is extremely cost-efficient, effective, and highly scalable because it leverages the existing health care system, and is a national, state, and local public and private partnership. The purpose of this project is to fund activities to provide capacity, continuous quality improvement, and sustainability for Reach Out and Read SC programs, systems, and services across the state.

Reach Out and Read Program Model

Reach Out and Read is unique in the intensity and depth of intervention it provides. By partnering with primary care providers across South Carolina, physicians are able to impact children with literacy education and materials from the earliest possible ages. Reach Out and Read supports physicians and their practices to make reading a "doctor-recommended" activity, and encourages parents to continuously administer healthy doses of reading aloud at home.

Building on the extensive body of research that shows rapid brain development between birth and age 5, doctors designed a three-part model to promote school readiness in children:

- In the exam room, doctors trained in the developmental strategies of early literacy encourage and guide parents in reading aloud to children.
- The primary care provider gives every child ages 6 months to 5 years a new, developmentally- and culturally-appropriate book to take home and keep.
- Clinic environment support literacy-rich messaging and resources to families as appropriate, supporting parents in daily literacy activities with their children.

Why Reach Out and Read?

Although Reach Out and Read aims to ensure school success for all children, our efforts are focused on children growing up in low-income households. According to the National Center for Education Statistics' data from 2003, by the fourth grade, children in economically disadvantaged families begin to

struggle with the transition from learning to read to reading to learn. By this age, children are expected to achieve the ability to read fluidly for content, instead of struggling to decode words.

Recent Kids Count data demonstrates that 72% of South Carolina's children are ***below proficiency*** in reading in the 4th grade. According to literacy research, almost one in four children in low-income homes have fewer than 10 books of any kind in their household. The landmark Hart-Risley study on language development showed that children under the age of three from low-income families, hear as many as 30 million fewer words than children in middle- to high-income families. Studies show that exposure to books and the printed word marks the difference between prepared and unprepared students. Reach Out and Read targets this urgent need through introducing literacy practices to children and families at a young age, giving them the tools they need to enter school prepared to read and succeed. If we do not ensure that children in South Carolina enter school prepared to succeed, we will never be able to improve lower literacy levels, break the cycle of poverty, or give children the chance they deserve to excel. This need is particularly pronounced in rural communities across South Carolina. Rural communities suffer from diminished local resources, non-traditional medical settings, and increased challenges for families of young children living in poverty.

Families trust their doctors and Reach Out and Read leverages this unique and trusting relationship between doctors and patients to deliver a full dose of literacy to children and families early and often. Doctors have unparalleled access to children, especially in their earliest years, years vital for growth and development. Doctors provide the essential link between healthy minds and healthy bodies, and encourage parents in their role as their child's first and most important teacher.

Reach Out and Read is committed to ensuring only the highest quality implementation in every program location across SC. We are committed to providing the program with model fidelity to more than 115,000 children living in poverty each year. Reach Out and Read is committed to ongoing provider training and sharing of best practices. We seek to scale the program for all children living in poverty in SC.

Question 2: To what extent, if any, was the program operational in the prior fiscal year, 2013-14? If so, how was the program funded?

Reach Out and Read has been serving children in South Carolina since 1998. Dr. Caughman Taylor and Dr. Warren Derrick, together with leadership at the Palmetto Health Children's Hospital brought the Reach Out and Read program model to children in South Carolina. Over the last 16 years, Reach Out and Read has grown to serve approximately 115,000 children ***each year*** through our trained providers. Reach Out and Read continues to experience an excess in demand from the medical community, needing a "waiting list" of medical clinics serving children in poverty who WANT to implement Reach Out and Read in their clinic, but must wait for funding to become available. Reach Out and Read is directly endorsed by the American Academy of Pediatrics as a absolutely essential component of pediatric well-care and early brain development. From its beginning in SC, Reach Out and Read has worked with all clinics and providers who take care of children – pediatrics, family practice, community health centers, rural and free clinics – Anywhere that children living in poverty are seen for care by a provider, Reach Out and Read aims to be.

Reach Out and Read has historically received support from a diversified base of support. Support from TANF funds helped to start the program 16 years ago. Since that time, Reach Out and Read has received

continued support from hospital systems, community and corporate foundations, individuals, publishers, and until 2008, from a Federal Government allocation used for books.

Reach Out and Read is uniquely poised to match 1:1 the investment from EIA funds, truly leveraging support of the investment to scale our work and serve a dramatically increased umber of children and families in poverty in SC with high-quality program implementation.

The Reach Out and Read program model is unique in its model, its effectiveness, and its efficiency. Our program also stands out in its cost efficiency. Because our facilities are local hospitals and health care centers, and as the majority of our "staff" are 750+ volunteer doctors in South Carolina, our overhead expenses are extremely low. In turn, we can devote more funding toward offering our high-quality and evidence-based program to our children and families. In addition to this volunteer force of providers, Reach Out and Read currently has 4 staff positions in South Carolina to support provider training, and program technical assistance.

Question 3: To what extent, if any, is the program operational in the current fiscal year, 2014-15? If so, how is the program being funded?

Reach Out and Read will continue to serve approximately 115,000 in the 2014-2015 year. The current fiscal year, Reach Out and Read in SC is funded by a combination of community and corporate foundation and philanthropic support, individuals, event revenue, United Way partnerships, and in-kind support from publishing partners. In addition, we will expand our services, pending available funding, for clinics on the waiting list.

The ability to leverage any EIA investment would assist Reach Out and Read in growing our program in scale, quality, and sustainability over time.

Question 4: To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or the 2015-16 fiscal year for which EIA funds are requested? The EOC makes EIA budget recommendations to the Governor and to the General Assembly, who ultimately make such appropriations.

Reach Out and Read has grown steadily since the program was implemented into SC in 1998. Currently, Reach Out and Read trained providers serve more than 115,000 children in SC, making it one of the strongest programs, per capita, in the country. Because of its success, we have a large unmet demand from physicians wishing to implement Reach out and Read at their offices. In order to fulfill this demand, additional investments are required in our overall capacity and scaling work. At the same time, we have significantly increased the quality expectations and measurement of outcomes work across the region. By increasing our capacity in the areas described below, Reach Out and Read will be able to fully utilize the innovative systems we have built, and integrate a higher level of program support to our clinics region wide. By fully implementing the new quality, evaluation, and training tools, Reach Out and Read programs and providers will be able to provide better, stronger intervention for the families we serve. At the same time, Reach Out and Read Program Specialists will have the capacity for more in-depth work with program and doctors, building stronger systems of support and accountability with our

partner clinics. Objectives for this leveraged support from EIA funds includes:

Strategic Objectives:

- Continue to build organizational capacity
- Expand the program to serve more children and families
- Support medical practices to ensure high quality implementation of the proven program model
- Strategically align and collaborate with partners to continue to embed Reach Out and Read into a statewide system that supports families and improves child outcomes

Key Project Components:

1. Reach Out and Read Organizational Capacity
2. High-Quality Implementation of Reach Out and Read
3. Wide-scale expansion of program
4. Statewide partnerships
5. Evaluation of program

Elements of the Strategy

1. **Organizational Capacity and Excellence**
   In order to plan, implement, support, and sustain a project of this size, and scale, Reach Out and Read must focus on organizational capacity, building and sustaining strategy, high quality staff and programming statewide.

2. **Reach Out and Read: Implement high-quality Reach Out and Read programs to serve all children across the region.**
   a. A rigorous, metrics-based, comprehensive quality evaluation system and technical assistance plan to achieve fidelity to the Reach Out and Read model at new and existing program sites and make certain that children and families in South Carolina reach the outcomes that the Reach Out and Read model ensures.
   b. Provide appropriate support through highly qualified Program Specialist statewide
   c. Provide annual professional development opportunities to Reach Out and Read providers and support staff, including continued development of the annual Reach Out and Read Literacy Summit.
   d. Outreach to all medical training programs in SC, including all family practice residency-training programs.

3. **Wide-scale Expansion**
   a. Support eligible programs on waiting list
   b. Analysis of SC Counties to map strategic expansion
   c. Focus on the community health department network, ensuring support in rural communities statewide
   d. Work with hospital systems and community health center networks to gain system-level support of expansion efforts

4. **Support Statewide Partnerships**
   Local and statewide partnerships will strengthen our work on all levels, and ensure integration of Reach Out and Read programs with existing support services for families across the state.

5. **Program Monitoring and Quality Assurance**
    - **a.** Implementation of Reach Out and Read annual quality assurance tools, including:
        - **i.** Semi-annual progress report
        - **ii.** Site Observation Tool
        - **iii.** Comprehensive quality assessment software, supporting program staff in evaluating program quality and planning
    - **b.** Statewide implementation of new parent survey assessment tool, helping to monitor short-term outcomes/changes in parent knowledge and behavior
    - **c.** Continued work with outside evaluation teams to measure outcomes for families.

Question 5: What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2015-16 fiscal year for which funds are requested?

Currently, Reach Out and Read works with more than 750 doctors across South Carolina in approximately 115 clinical settings, or medical office locations. These trained providers reach approximately 115,000 children living in poverty in the state each year with the Reach Out and Read program model. As a direct result of our ongoing operations in the 2014-2015 year, Reach Out and Read is meeting the following objectives:

1. 115,000 preschool-aged children (0-5) in South Carolina are making measurable improvements in vocabulary size and reading comprehension levels.

2. These 115,000 children will receive 230,000 new books, geared toward their developmental stage and cultural background as their visit their doctors.

3. Parents and caregivers of these children will deepen their engagement in their preschoolers' emergent literacy, as demonstrated by parents' greater involvement in reading aloud to their children. These parents are educated and empowered at each check-up with their children in their role as the child's first and most important teacher.

With a leveraged investment from the EIA, Reach Out and Read will be able to accomplish the following in the 2015-2016 year:

1. ***Statewide program capacity building, implementation and administration***

2. ***Program quality assessment and continuous quality improvement support***- Through a continued internal focus on performance management as an outcomes-driven program model, Reach Out and Read will continue to develop and refine its systems of quality. This will include a more rigorous, metrics-based, comprehensive quality evaluation system and technical assistance plan to achieve fidelity to the Reach Out and Read model and make certain that children and families in South Carolina reach the outcomes that the Reach Out and Read model ensures.

3. ***Professional development/additional training will be provided to medical providers.***

4. ***Technical assistance will be provided to medical practices.***

   At this time, we have a program staff/program ratio of 110 programs/1.0 FTE. We have determined though analysis of technical support needs of programs that the ideal ratio is approximately 85 programs/1.0 FTE. We therefore need an additional 1.5 FTE for our current program load, and as we grow, we will need to increase staffing to meet this ideal ratio for high quality program support. We will recruit 2 new Program Specialists to meet our current program need and build in additional capacity for the growth we anticipate over the next 24 months. With this more appropriate staff/program ratio, we will be able to provide more intense support and technical assistance to our medical providers and programs across the region. Reach Out and Read has implemented a Director of Programs position in the organization, and is prepared with the staffing to train, integrate, and manage new Program Specialists starting immediately. The new Director of Programs position will lead the quality and evaluation projects with each program specialist, and ensure consistency among all programs in the region.

5. ***Quality assessment and tracking protocols will be implemented, including the implementation of a new quality rubric.***

6. ***Funds will be leveraged and raised*** to increase the capacity and sustainability of the Reach Out and Read system and services. Reach Out and Read will be able to leverage this investment 1:1 with the investment from its strong network of healthcare providers across the state and other private investors in the project.

7. ***The number of children and families served in South Carolina*** will be increased, continuing to bring to scale the Reach Out and Read program model. Currently there are thousands of children on the waiting list for Reach Out and Read, and this funding request will put in place a more comprehensive system of medical practices that participate in Reach Out and Read throughout South Carolina and will maximize the participation of children and families who are at-risk of poor health and school outcomes without this opportunity.

Question 6: What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

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 Site Observation Scale to note each site's best practices and 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.

Question 7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

With this request, Reach Out and Read will spend $25,000 on professional development.

Ongoing provider training is the key component of our professional development needs. We know that quality program implementation stems largely from provider engagement and enthusiasm. A key component of maintaining this engagement is ongoing training. In addition, the world of early brain development research is changing quickly. For these reasons, Reach Out and Read implemented our annual Literacy Summit 4 years ago. Each year, this summit grows. In 2015, we will provide CME credits to providers in attendance and CEU credits for other early childhood partners -- this will boost attendance and help keep provider engagement high. We will also increase available travel stipends for providers in far reaching areas of the state, targeting practices and clinic networks that are in particular need of the Summit.

Reach Out and Read launched a new online CME training 3 years ago. Many providers in the region have taken advantage of this new opportunity to 're-train." Over the next 12 months, Reach Out and Read South Carolina will require ALL PROVIDERS who have not already completed the new, online CME training to complete this training. This is a major initiative for our office, and a major component of quality implementation. In addition, we will continue to provide in-site re-training and orientation sessions as necessary with Reach Out and Read staff. These on-site sessions will focus on quality and evaluation as well as specific needs, including our specialized training to dual-language learning (Leyendo Juntos) and our training titled "Literacy Promotion and Development Delays and Disabilities."

Finally, we will continue to encourage providers to engage in the ongoing training and development opportunities offered by our National organization, including monthly micro-lectures and quarterly training opportunities.

<u>Question 8.</u> Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

Since 1991, the Reach Out and Read program model has been studied by academic researchers in a variety of settings, culminating in 15 independent evaluations that affirm the impact of our program. Studies show that Reach Out and Read's children achieve larger vocabularies and improved reading comprehension skills, giving them a 3-6-month developmental edge before they start school. Parents who are engaged and empowered by a physician through Reach Out and Read are four times more likely to read aloud to their children regularly. Simply stated, the Reach Out and Read program model has direct, positive implications on the educational advancement of South Carolina's youngest children.

The most recent evaluation of Reach Out and Read was published in the *Journal of Community Medicine and Health Education* in March 2012. In this longitudinal study, researchers examined the home literacy environments, teacher evaluations, and reading readiness of low-income Latino kindergarteners (ages 4-6 years) who had participated in Reach Out and Read from age 6 months. By the end of kindergarten, 77% of these children had average, above average, or far above average literacy skills when compared to all students in the same grade.

Ongoing Reach Out and Read research is focusing on the components of early brain development. Early brain development is increasingly understood as a process, something that happens over time through environment and relationships. Reach Out and Read focuses on the "serve and return" interaction between young children and their parents and community. The new research, largely coming from Jack Shonkoff, MD, looks at promising domains for early childhood brain development, including the reduction of barriers to learning as well as the enhanced brain development of children through the transformation of their parent's behavior. In addition to Reach Out and Read's positive outcomes on parental behavior around literacy activities that result in improved school readiness, Reach Out and Read also impacts the overall healthy brain development of children and reduces the effects of toxic situations in their early lives, which research demonstrates can result in better emotional health and life outcomes.

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.

Please complete the following charts which will provide detailed budget information regarding the funds requested and any other sources of funds that will supplement the program in Fiscal Year 2015-16. Please reference any one-time (non-recurring funds).

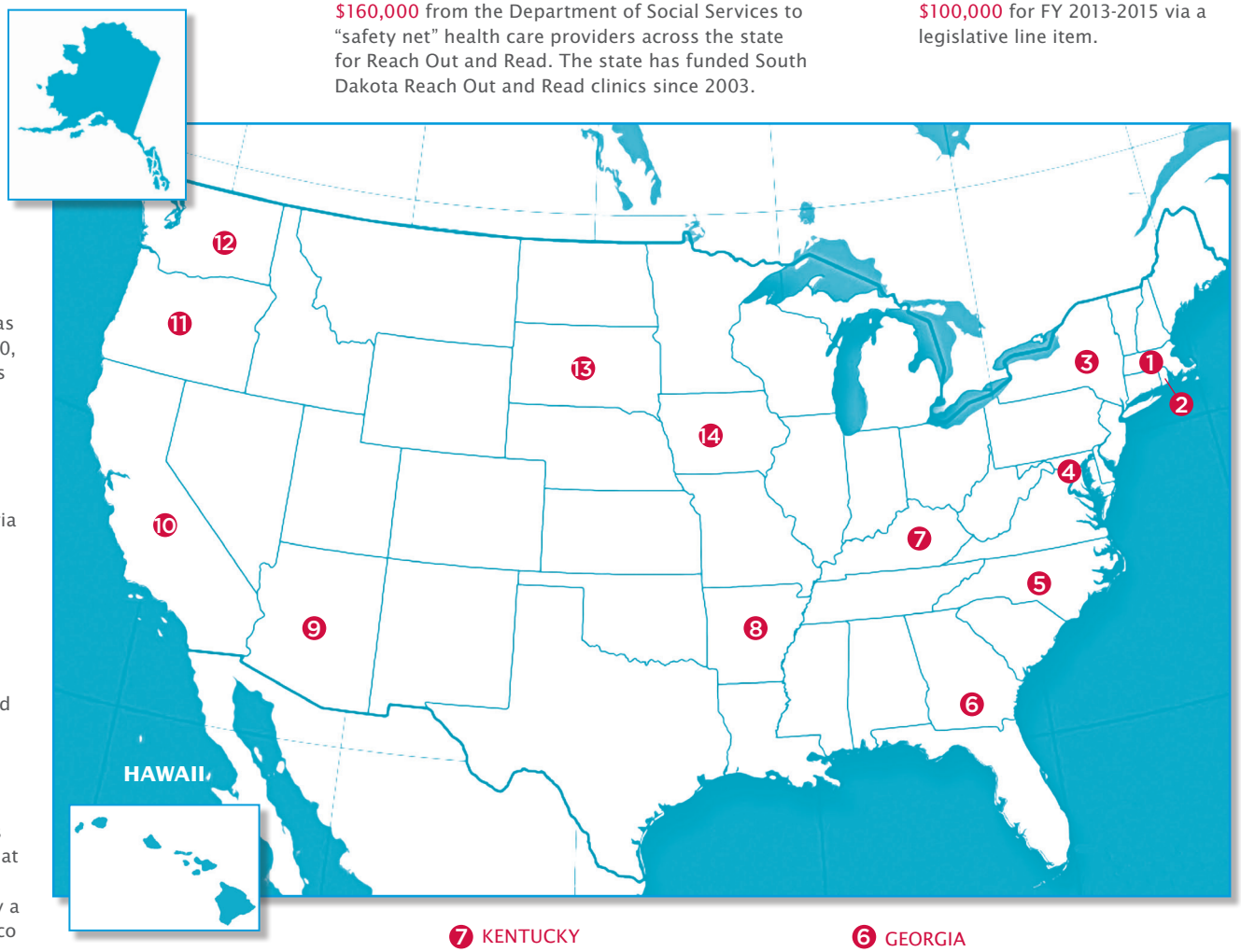
Funding Sources	**2015-16 Requested Amount**
EIA	$500,000
General Fund	
Lottery	
Fees	
Other Sources	
Grant	
Contributions, Foundation	$300,000
Other (Specify) – In Kind	$200,000
Carry Forward from Prior Year	50,000
TOTAL:	**$1,050,000**

Expenditures	**2015-16 Requested Amount**
Personal Service (incl. professional development)	$275,000
Contractual Services	
Supplies & Materials	$20,00
Fixed Charges	
Travel	$30,000
Equipment	
Employer Contributions	$5,000
Allocations to Districts/Schools/Agencies/Entities	
Other: Please explain – BOOKS AND MATERIALS FOR PROGRAMS	$632,500
Balance Remaining	$50,000
TOTAL:	**$1,050,000**
# FTES:	**4.0**

Reach Out & Read®
where great stories begin™

PUBLIC FUNDING FOR REACH OUT AND READ

14 states currently invest in Reach Out and Read, providing critical funding for books and infrastructure as of September 2014.



1 MASSACHUSETTS
$700,000 from a legislative line item administered by the Department of Early Education and Care. The legislature has funded Reach Out and Read in Massachusetts since 2000.

2 RHODE ISLAND
Funding via a senator-sponsored legislative grant.

3 NEW YORK
$40,500 via the New York City Council and Borough Presidents.

4 MARYLAND
$400,000 through the Race to the Top Early Learning Challenge Fund to serve additional children in the state.

5 NORTH CAROLINA
$100,000 from the North Carolina Partnership for Children; $125,000 from the Race to the Top's Early Learning Challenge Fund as part of the Transformation Zone project.

6 GEORGIA
$147,220 from the Governor's Office for Children and Families (2012-2014) to serve military programs; $25,000 in discretionary funding from the Department of Early Care and Learning.

7 KENTUCKY
$100,000 through KIDS Now early childhood initiative, administered by the Maternal and Child Health Division.

8 ARKANSAS
$45,000 through the Department of Human Services.

9 ARIZONA
$404,000 from First Things First, a citizen's initiative that has funded Reach Out and Read since 2009, funded by a voter-enacted tax on tobacco products.

10 CALIFORNIA
County by county funding through First 5, a voter-initiated tobacco tax to fund early childhood programs.

11 OREGON
$98,000 for FY 2013-2015 via a legislative line item.

12 WASHINGTON
$350,000 over the FY 2013-2015 via a legislative line item to the Department of Early Learning. The state has provided funding since 2010, through state general funds and the federal CCDBG.

13 SOUTH DAKOTA
$160,000 from the Department of Social Services to "safety net" health care providers across the state for Reach Out and Read. The state has funded South Dakota Reach Out and Read clinics since 2003.

14 IOWA
$100,000 for FY 2013-2015 via a legislative line item.

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CHAD WALLDORF, Chairman
HOWELL CLYBORNE, JR.
EMERSON F. GOWER, JR.

SOUTH CAROLINA
REVENUE AND FISCAL AFFAIRS OFFICE

FRANK A. RAINWATER
Executive Director

August 29, 2014

The Honorable Mick Zais
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais,

This letter is in response to the statutory provisions regarding annual estimates of the EFA base student cost and inflation factor, Southeastern average teacher salary, weighted pupil units, and EIA revenue for Fiscal Year 2015-16. We are pleased to provide you with the following estimates and will be happy to answer any questions you may have.

EFA Base Student Cost and Inflation Factor

Our estimate of the base student cost for FY 2015-16 is $2,801. This represents a 1.5 percent increase over the revised base student cost of $2,758 for FY 2014-15 and a 2.1 percent increase from the $2,742 estimate provided for the FY 2014-15 budget process. Our estimates are summarized as follows:

	FY 2011-12 (estimate)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (estimate)	FY 2015-16 (estimate)
Budgeted Base Student Cost	$2,790	$2,790	$2,771	$2,742	$2,801
Original Budgeted Inflation Factor	2.6%	0.0%	(0.7%)	(1.1%)	2.1%
Base Student Cost Current Estimates (as of 8/29/14)	$2,660	$2,691	$2,724	$2,758	$2,801
Current Inflation Factor (as of 8/29/14)	(0.2%)	1.2%	1.2%	1.3%	1.5%

Since our previous estimates were provided for the FY 2014-15 budget process, we received revised data for public school employee wages that indicates a higher growth rate than previously estimated for FY 2012-13. This revision increased our base year and our wage projections for future years. In reviewing this data, we also noted that growth for the first two quarters of FY 2013-14 is higher, and we consequently estimated increased growth in upcoming years over last year's figures.

Southeastern Average Teacher Salary Projections

Our estimate of the Southeastern average teacher salary for FY 2015-16 is $49,796. This represents a 1.8 percent increase over the revised FY 2014-15 estimate and a 1.9 percent increase from the budget estimate of $48,892 for FY 2014-15.

	FY 2011-12 (estimate)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (estimate)	FY 2015-16 (estimate)
FY 15 Estimates (as of 8/30/13)	$47,846	$47,970	$48,471	$48,892	n/a
Prior Percent Change	0.7%	0.3%	1.0%	0.9%	n/a
FY 16 Estimates (as of 8/29/14)	$47,846	$47,964	$48,237	$48,933	$49,796
Current Percent Change	0.7%	0.3%	0.6%	1.4%	1.8%

Since the previous estimates were provided for the FY 2014-15 budget process, data from several states has shown that average teacher salaries for FY 2013-14 did not increase as fast as predicted. However, budget projections and legislative reports for other states indicate growth for future years, and we have incorporated this into our projections.

Weighted Pupil Estimates

We estimate the weighted pupil units (WPU) for FY 2015-16 to be 966,029. This represents a 0.9 percent increase over the revised FY 2013-14 budget estimate and an 8.9 percent increase over the FY 2014-15 estimate of 886,926 due to statutory changes.

	FY 2011-12 (estimate)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (estimate)	FY 2015-16 (estimate)
Budgeted Estimate	865,782	870,286	876,359	886,926	966,029
Percent Change in Budgeted Estimates	(0.1%)	0.5%	0.7%	1.2%	8.9%
Current Estimate (as of 8/29/14)	865,076 (actual)	873,022 (actual)	880,477 (actual)	957,261	966,029
Current Percent Change	0.5%	0.9%	0.9%	8.7%	0.9%

The increased growth in weighted pupils comes primarily from a change to the pupil classification weightings outlined in § 59-20-40 for FY 2014-15 pursuant to Proviso 1.3. Additional weights for personalized instruction were also added. These add-on weights include students in gifted and talented programs, academic assistance, limited English proficiency, and pupils in poverty. As in prior years, we also examine birth rates, enrollment in public and private schools, and home schooling trends and include these factors in our projections.

EIA Revenue

	FY 2011-12 (actual)	FY 2012-13 (actual)	FY 2013-14 (actual)	FY 2014-15 (estimate)	FY 2015-16 (preliminary)
Current Estimate	$567,644,720	$611,823,605	$643,300,000	$648,200,000	$670,000,000

This preliminary estimate for FY 2015-16 is calculated by using the latest Board of Economic Advisors (BEA) estimate for FY 2014-15 as a base and applying the long term growth rate adopted by the BEA in November 2013. The BEA will provide the first official estimates for FY 2015-16 in November 2014.

Please find attached additional tables and charts that support our estimates. Please be advised that these estimates are subject to change as additional information is received.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Frank A. Rainwater
Executive Director

FAR/lpw
Attachments

cc: The Honorable Nikki R. Haley, Governor
The Honorable Hugh K. Leatherman, Chairman, Senate Finance Committee
The Honorable W. Brian White, Chairman, House Ways and Means Committee
Mr. Josh Baker, Governor's Office
Ms. Melanie Barton, Education Oversight Committee
Mr. Grant Gibson, Senate Finance Committee
Ms. Emily Heatwole, House Ways and Means Committee
Ms. Mellanie Jinnette, Department of Education
Mr. Mike Shealy, Senate Finance Committee
Ms. Beverly Smith, House Ways and Means Committee
Mr. Dino Teppara, Department of Education

EFA FACTOR COMPUTATION

Fiscal Year		Average South-East Wage (1)	Non-Wage Index (2)	Index South-East Wage (3)	Composite Index Wages and Non-Wages (4)	Revised Estimate of Base Student Cost to Match Inflation (5)		Revised Estimate of Inflation Factor (6)	Estimate of Base Student Cost Provided for Budget (7)	Budgeted Inflation Factor (8)		Base Student Cost Approp. (9)	Base Student Cost After Mid-Yr. Cuts by B&CB (10)	Final Base Student Cost, Including S.D.E. Cuts (11)	
89-90	a/	20,026	100.0	100.0	100.0	1,467			1,467			1,467		1,467	
90-91		21,023	101.0	105.0	104.5	1,533		4.5%	1,539	4.9%		1,539		1,539	
91-92		21,226	101.1	106.0	105.4	1,546		0.9%	1,604	4.2%	*	1,562	1,505	1,505	
92-93		21,737	100.7	108.5	107.6	1,578		2.0%	1,610	3.1%	*	1,585	1,532	1,532	
93-94		22,315	104.0	111.4	110.5	1,621		2.7%	1,651	2.9%	*	1,581		1,581	
94-95		23,125	107.4	115.5	114.5	1,679		3.6%	1,652	2.4%	*	1,619		1,619	
95-96		23,726	106.1	118.5	117.0	1,716		2.2%	1,718	4.0%		1,684		1,684	
96-97		24,441	110.8	122.0	120.7	1,771		3.2%	1,778	3.5%		1,760		1,760	
97-98		25,067	112.8	125.2	123.7	1,814		2.5%	1,839	3.2%	*	1,839		1,839	
98-99		26,312	114.7	131.4	129.4	1,897		4.6%	1,879	2.2%		1,879		1,879	
99-00		27,161	118.0	135.6	133.5	1,959		3.2%	1,937	3.1%		1,937		1,937	
00-01		28,529	121.5	142.5	139.9	2,053		4.8%	2,012	3.9%		2,012	1,992	2,002	d/
01-02		29,242	125.6	146.0	143.6	2,106		2.6%	2,073	3.0%		2,073	1,940	1,881	c/
02-03		30,574	127.9	152.7	149.7	2,196		4.3%	2,133	2.9%		2,033	1,859	1,770	d/
03-04		30,766	130.7	153.6	150.9	2,213		0.8%	2,201	3.2%		1,777		1,754	
04-05		31,906	133.5	159.3	156.2	2,292		3.5%	2,234	1.5%		1,852		1,852	
05-06		33,019	137.5	164.9	161.6	2,371		3.4%	2,290	2.5%		2,290		2,290	
06-07		34,627	142.8	172.9	169.3	2,484		4.8%	2,367	3.4%		2,367		2,367	
07-08		36,176	146.5	180.6	176.5	2,590		4.3%	2,476	4.6%		2,476		2,476	
08-09		36,855	151.9	184.0	180.2	2,643		2.1%	2,578	4.1%		2,578	2,190	2,184	
09-10		36,813	154.0	183.8	180.3	2,644		0.0%	2,687	4.2%		2,034		1,756	
10-11		37,075	155.6	185.1	181.6	2,664		0.7%	2,720	1.2%		1,630		1,615	
11-12		36,923	158.7	184.4	181.3	2,660	r	(0.2%)	2,790	2.6%		1,880		1,880	f/
12-13		37,278	163.3	186.1	183.4	2,691	r	1.2%	2,790	0.0%		2,012		2,012	
13-14	b/	37,725	166.1	188.4	185.7	2,724	r	1.3%	2,771	(0.7%)		2,101		2,100	
14-15	e/	38,178	168.7	190.6	188.0	2,758	r	1.2%	2,742	(1.0%)					
15-16	e/	38,751	172.3	193.5	191.0	2,801		1.6%	2,801	2.2%					

r - Revised since previous estimate.

* - Inflation factor calculated from revised/funded base.

Footnotes and Column Notes:

a/ Base from which increases are computed in accordance with revised methodology.

b/ July 2014 survey, latest data is the Average Southeast Wage through 2013 and subject to revision.

c/ Reflects mid-year cuts of 5.3% plus S.C. Dept. of Ed.'s additional E.F.A. reduction for allocation to school districts of 3.96% for a net reduction of 9.26%.

d/ Reflects a 1% B&CB cut and a .5% Dept. of Ed. restoration in FY 00-01 and a 8.57% mid-year cut in FY 02-03.

e/ Estimate based on July 2014 survey, teacher salary growth and latest Consumer Price Index.

f/ Base Student Cost Appropriated reflects additional non-recurring revenue above the $1,788 figure in Proviso 1.3.

Source: Budget & Control Board, Office of Research & Statistics

(1) Computed from survey of Employment Security Commission offices in southeastern states based on wage data reported for workman's compensation program. Includes teachers and nonteachers in public schools in the Southeast.

(2) For FY 89-90 through FY 96-97, based on implicit deflator for purchases by state and local governments nationwide as projected by Evans Econometrics. Since FY 97-98, based on actual and projected growth in the Consumer Price Index.

(3) Index of column 1 based on FY 89-90.

(4) Column 2 and Column 3 weighted by 12% for Column (2) and 88% for Column (3).

(5) Column 4 times FY 89-90 base amount of $1,467. Revised after surveys to include actual data.

(6) Revised inflation factor based on actual data received from surveys.

(7) Original estimate of Base Student Cost.

(8) Original estimate of inflation factor.

(9) Base Student Cost appropriated each fiscal year. FY 09-10 does not include Federal Funds.

(10) Actual Base Student Cost funded to districts after budget cuts by the Budget & Control Board.

(11) Actual Base Student Cost funded to districts after B&CB cuts plus cuts by the State Department of Education.

Source: SC Revenue and Fiscal Affairs Office
Revised: 8/29/14

SOUTHEASTERN AVERAGE TEACHER SALARY

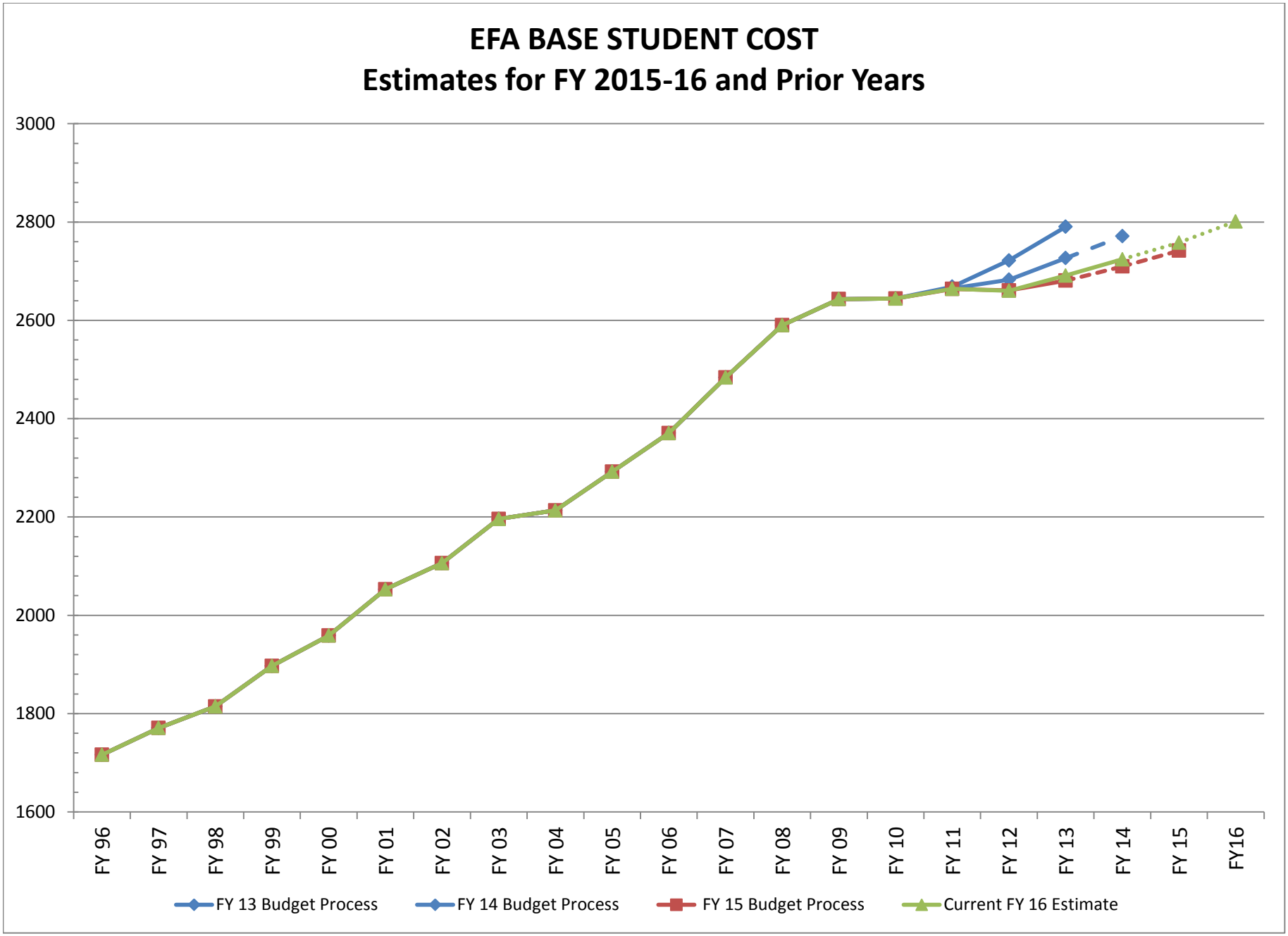
ALL FIGURES IN THESE COLUMNS ARE SUBJECT TO REVISION AFTER UPDATE

	FY 09 (1)	FY 10 (2)	FY 11 (3)	FY 12 (3)	FY 13 (4)	FY 14 (5)	FY 15 (5)	FY 16 (6)
Alabama	46,879	47,246	48,282	48,002	47,949 r	48,908 r	49,886 r	51,237
Arkansas	45,797	46,601	46,663	46,946	47,316 r	47,689 r	48,065 r	48,777
Florida	46,938	46,696	45,723	46,479	46,583 r	47,049 r	47,519 r	48,158
Georgia	52,823	53,155	52,830	53,002	52,956	52,972 r	54,031 r	54,846
Kentucky	48,603	49,332	49,614	50,428	50,938	51,100 r	51,611 r	52,643
Louisiana	48,627	48,903	49,006	48,966	48,369 r	48,853 r	49,341 r	50,531
Mississippi	41,215	42,308	41,976	41,976	41,814	41,849 r	43,349 r	44,349
N. Carolina	48,454	46,850	46,791	45,933	45,737 r	45,355 r	45,355 r	45,561
Tennessee	45,549	45,597	45,891	47,082	47,563 r	48,276 r	49,001 r	49,753
Virginia	52,309	51,894	51,524	52,096	52,923 r	53,466 r	54,015 r	54,964
W. Virginia	44,701	44,506	44,262	45,400	45,453	45,086 r	46,086 r	46,934
SE Avg. from Survey	47,445	47,553	47,506	47,846	47,964 r	48,237	48,933	49,796
Projected Avg. for Budget	47,004	48,172	48,725	49,007	49,319	48,858	48,892	
South Carolina Actual	47,421	47,508	47,050	47,428	48,375			
S.C. Appropriation	47,304	n/a	n/a	n/a	n/a	n/a		

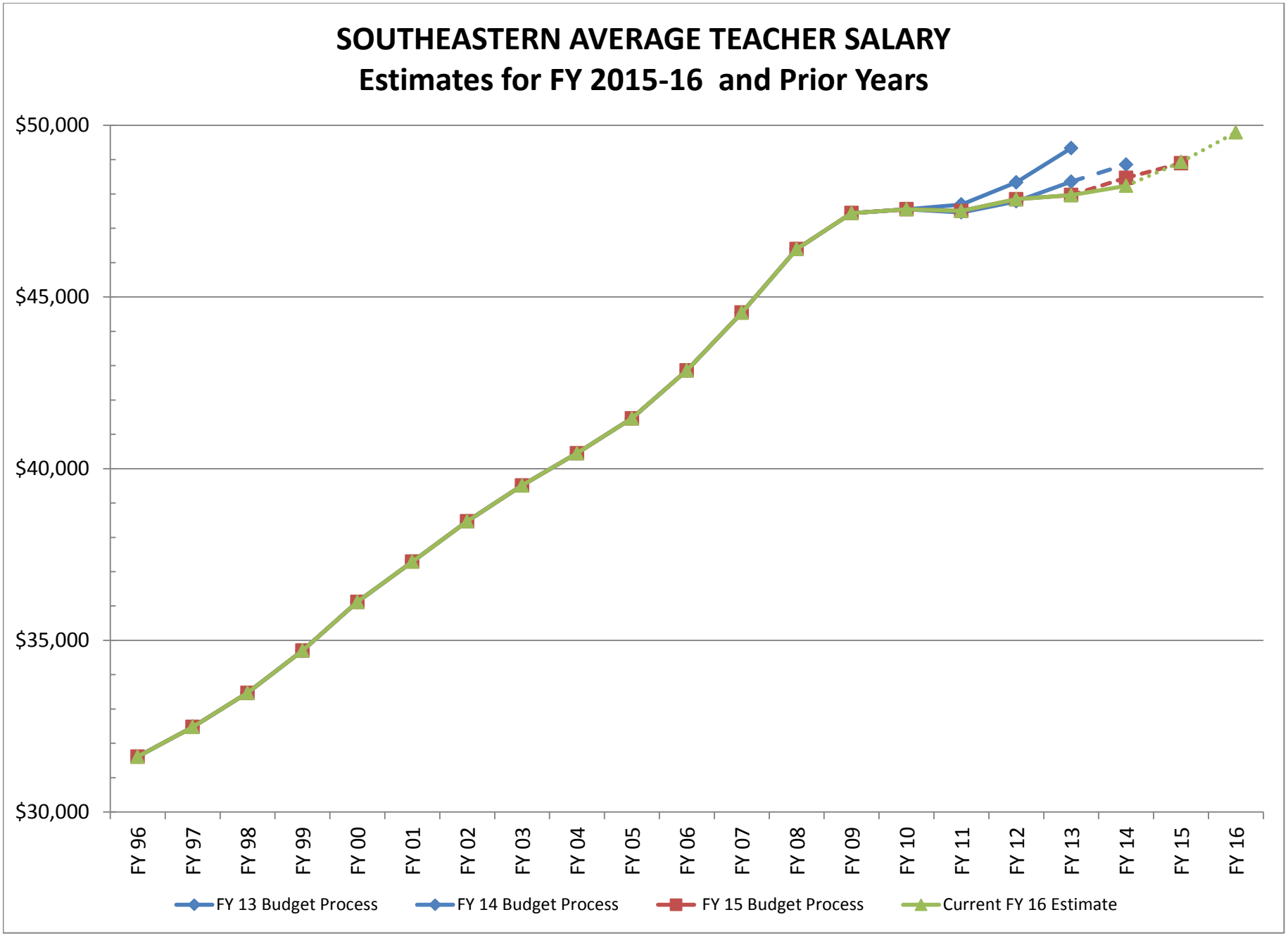
Notes:
Column footnotes apply to all rows except "Projected Average for Budget" and "S.C. Appropriation"
r - Revised since previous estimate.
n/a - No figure listed in the Appropriation Bill

(1) Actual numbers reported by states in fall 2009 survey, updated in August 2010.
(2) Actual numbers reported by states in fall 2010 survey, updated in August 2011.
(3) Actual numbers reported by states in fall 2011 survey, updated in August 2012.
(4) Actual numbers reported by states in fall 2012 survey, updated in August 2013.
(5) Based upon information provided by the state in August 2013 survey.
(6) Estimates from information provided by the states and recent revenue trends.

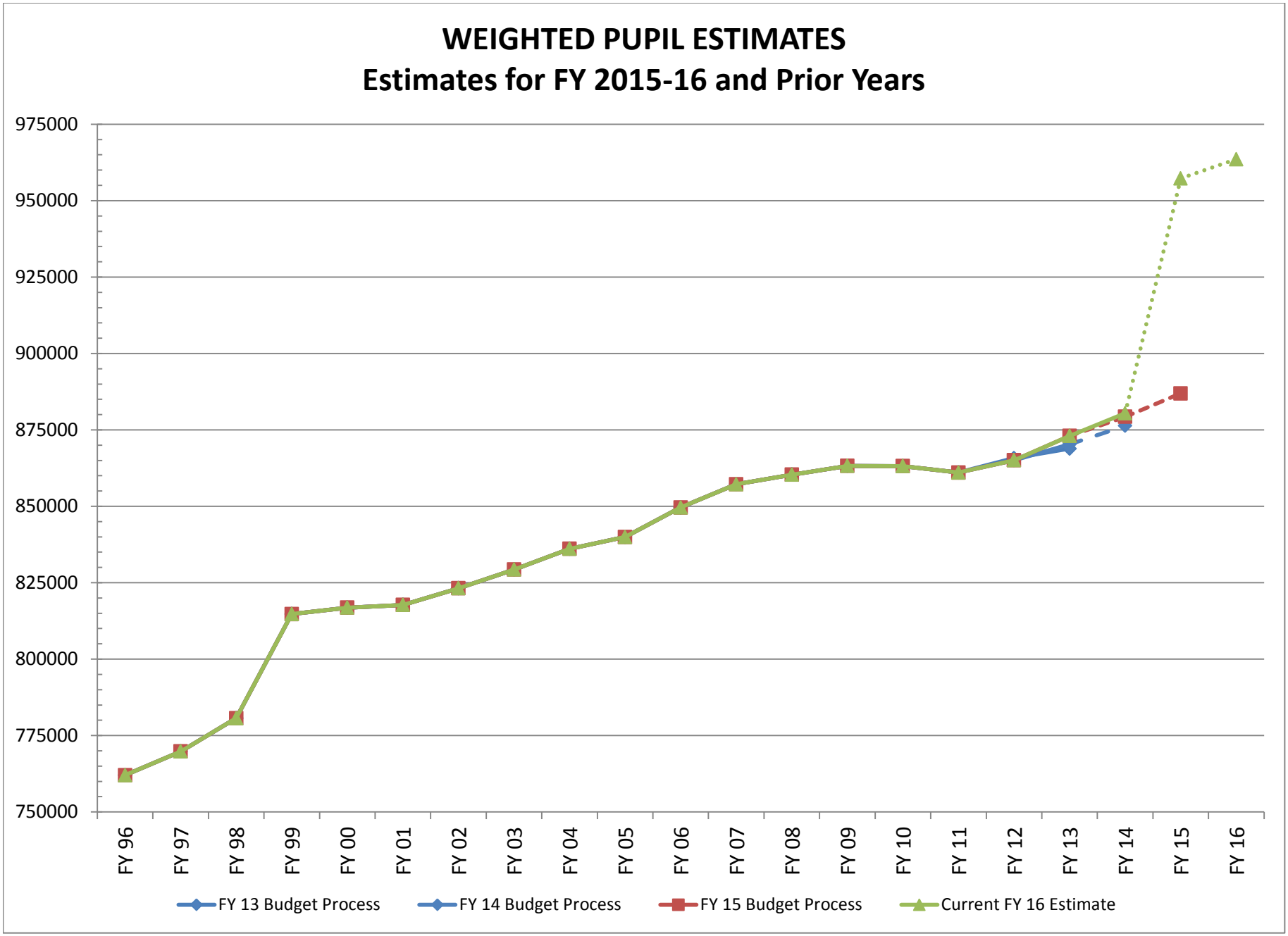
Source: S.C. Revenue and Fiscal Affairs Office
Revised 8/29/14



S.C. Revenue and Fiscal Affairs Office 8/29/14



S.C. Revenue and Fiscal Affairs Office 8/29/14



S.C. Revenue and Fiscal Affairs Office 8/29/14

Minutes
EIA and Improvement Mechanisms Subcommittee
September 22, 2014
2:00 P.M., Room 433 Blatt Building

Subcommittee Members Present: Alex Martin (Chair); Phillip Bowers (Vice-Chair), Margaret-Anne Gaffney, Deb Marks, Rep. Joe Neal, Rep. J. Roland Smith

Other EOC Members Present: Rep. Andy Patrick

EOC Staff Present: Kevin Andrews; Melanie Barton; Rainey Knight; Bunnie Ward; and Dana Yow

Welcome and Introductions
Mr. Martin opened the meeting by asking members of the subcommittee and those in attendance to introduce themselves. He asked that the update on the FY2015-16 budget be moved to the top of the agenda. There being no objection, the agenda was revised.

Fiscal Year 2015-16 Budget Process
Mrs. Barton responded that all EIA-funded programs and agencies must complete the budget and program report required by law. The agencies and programs have been asked to describe how the program or its initiatives address the Profile of the Graduate. The Profile of the Graduate was developed by the South Carolina Association of School Administrators and adopted by the SC Chamber of Commerce and the TransformSC initiative. The subcommittee agreed to meet prior to the full EOC meeting on October 13 to hold budget hearings.

Report on Educational Credit for Exceptional Needs Children (ECENC) Program
Mrs. Barton provided an overview of the report, noting that the information provided was self-reported by the nonprofit scholarship organizations participating in the program. Rep. Patrick asked for clarification on the best practices polices that four of the nonprofit scholarship funding organizations follow.

2014 Summer Reading Camp Report
Dr. Knight presented the report on the Summer Reading Camp Pilot Analysis conducted during the summer of 2014. Twenty school districts participated in the pilot. Reading growth for third graders in the pilot showed a gain of 3.7 months. Rep. Neal requested an analysis of the data to include only third grade students in the Not Met 1 and Not Met 2 categories for reading based on the 2014 PASS data.

There being no other business, the meeting adjourned.