

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: **Services for Students with Disabilities**

Current Fiscal Year: **2011-12**

Current EIA Appropriation: **\$3,045,778**

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

Marlene Metts

Telephone Number:

734-8806

E-mail:

mametts@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
- 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 59-33-70

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

Regulation(s):

SBE 43-243 and 43-243.1

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

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.)

Services for Students with Disabilities: The goals and objectives of this program are to supplement funds used to provide a free appropriate public education (FAPE) for students with moderate to severe intellectual disabilities (formerly referred to as trainable and profoundly mentally disabled students).

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

Question 4: In the prior fiscal year, 2010-11, 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?

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

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

Question 5: In the prior fiscal year, 2010-11, 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 program for students with moderate to severe intellectual disabilities (TMD/PMD) was funded at \$3,045,778 and is administered through the Office of Finance with payments funded directly to districts.

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.

EIA funds assist districts in providing a free and appropriate education for students with moderate to severe intellectual disabilities (trainable and profoundly mentally disabled students). As of this report, there were no uncorrected incidences of noncompliance through non-delivery of free and appropriate public education (FAPE) for profoundly mentally disabled students.

Question 7: Program Evaluations

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

Ongoing

Has an evaluation ever been conducted?

Yes

No

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

The evaluation component will be specific to the provision of FAPE for each individual student and to the State's progress on certain indicators established by the U.S. Department of Education, Office of Special Education Programs (OSEP). The State's Annual Performance Plan (APR) is used to report results.

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

Yes

No

We will provide a hard copy upon request.

If yes, please provide URL link here.

<http://www.ed.sc.gov/agency/ac/Exceptional-Children/old/ec/documents/SCFFY09APRrevision4-18-11forWeb.pdf>

If no, why not?

Question 8:

While EIA revenues increased in 2010-11 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 2011-12?

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms. However, due to the maintenance of fiscal support requirements of IDEA, the State must be very cautious about reducing any funds without examining in the impact on total support.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 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?

Local education agencies have had to address reduction in funding through use of additional local funds, use of cooperative agreements, or use of other mechanisms. There would be no change in program objectives as LEAs will still have to ensure FAPE. However, due to the maintenance of fiscal support requirements of IDEA, the State must be very cautious about reducing any funds without examining in the impact on total support.

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.