

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: **Preschool Children with Disabilities**

Current Fiscal Year: **2011-12**

Current EIA Appropriation: **\$2,878,146**

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

Marlene Metts

Telephone Number:

803-734-8806

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 This has been the only state funding source for preschool children with disabilities since the State implemented required services in 1991.

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 59-36-80.
SECTION 59-36-80. Study of costs; recommendation as to weighting in connection with funding; annual determination of funding level.
The Committee to Study Formula Funding for Educational Programs shall conduct a study of the costs of the program for preschool children with disabilities and, if appropriate, recommend weights to be included in the Education Finance Act, Section 59-20-40 and report to the General Assembly no later than November 1, 1993.
Until the weightings for preschool children with disabilities are developed and funded, four-year-old children with hearing or visual disabilities and all five-year-old children with disabilities will continue to be counted for funding purposes under the Education Finance Act. Funding for all other preschool students with disabilities will be provided for in the General Appropriations Act.

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

General Appropriations Bill

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.)

The goal and objective of this program is to provide a free and appropriate public education for preschool children with disabilities. The Office of Special Education Programs (OSEP) requires annual data on preschool outcomes and preschool services in the least restrictive environment (LRE). This data is reported in the Annual Performance Report, which can be locate on the Office of Exceptional Children's website.

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?

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

Quantitative information is collected through the required data collection methods approved by the Office of Special Education Programs in Washington, DC. As a required activity of the Individuals with 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 performance in administering FAPE.

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.

For the preschool children with disabilities program, \$2,878,146 was expended. This amount was allocated 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 assists districts in providing a free and appropriate education for preschool children with disabilities. This includes providing adequate resources, materials, assessments, supplies, etc. those are essential for instructional delivery and monitoring.

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 Annual Performance Report (APR) is one method of ongoing evaluation. However, since the requirement of the IDEA is to provide free, appropriate, public education (FAPE) to each identified student, the SCDE must also investigate complaints and report due process hearings as necessary, to determine if a district violated the IEP or failed to provide FAPE.

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

Yes

No

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 school districts will have to continue to provide FAPE through other sources. 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 school districts will have to continue to provide FAPE through other sources. 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. Please note that identification of students with disabilities in the preschool age group is increasing whereas our total number of students with disabilities is decreasing; yet funding for this group of students has not increased since this first year.

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.