

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: Instructional Materials

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$13,761,587

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

Bruce Shealy or Kriss Stewart

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

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

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

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 2011 Call for Bids in subject areas approved by the State Board of Education.

Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.

Coordinate Instructional Materials Public Review of recommended instructional materials.

Maintain an online ordering system providing schools real-time access to 5,000 plus items.

Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.

Assess publishers and vendors liquidated damages for late shipments.

Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.

Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.

Provide training and technical assistance to districts and schools.

Continue implementation of the Statewide Textbook Management System

Conduct textbook account audits at K-12 public schools annually. 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, 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?

Issue the 2010 Call for Bids in subject areas approved by the State Board of Education.

Contract with publishers to provide quality, standards-based materials adopted by the State Board of Education.

Coordinate Instructional Materials Public Review of recommended instructional materials.

Maintain an online ordering system providing schools real-time access to 5,000 plus items.

Coordinate an annual physical inventory of all state owned materials used by schools and assess schools and districts for lost and damaged textbook fees.

Assess publishers and vendors liquidated damages for late shipments.

Assist district adoptions by providing adoption information and a venue (annual instructional materials caravan) for reviewing newly-adopted instructional materials.

Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.

Provide training and technical assistance to districts and schools.

The goals and objectives are supported:

By providing quality, standards-based 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, 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.

Instructional materials for the subject areas of Algebra 1 and 2, Geometry, and Mathematics for the Technologies 1, 2, and 3 were approved by the State Board of Education.

Approximately eight contracts were issued for new instructional materials aligned to state career/technology and academic standards.

Citizen comments received from twenty-three colleges and universities hosting Public Reviews of recommended instructional materials.

Over 1,600 of online orders processed in subject areas approved by the State Board of Education.

Approximately \$1.3 in fees collected from school districts for lost and damaged instructional materials.

Over 1,200 registrants for the Annual Instructional Materials Caravan.

Over 110 participants from eighty-five school districts in attendance at the Annual District Textbook Coordinators Meeting.

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 thirty-nine high courses including calculus, computer programming and environmental science were approved by the State Board of Education.

Contracts were issued for new instructional materials aligned to state standards.

Citizen comments received from twenty-one colleges and universities hosting Public Reviews of recommended instructional materials.

Over 1,000 of 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 300 registrants for the Annual Instructional Materials Caravan.

Over 107 participants from eighty-one school districts in attendance at the Annual District Textbook Coordinators Meeting.

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

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

No

If yes, please provide URL link here.

If no, why not?

NA

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?

A funding reduction would be absorbed by limiting the purchase of instructional materials needed to maintain existing adoptions in the classroom.

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?

The number of subject areas for the upcoming adoption cycle would be limited to allow unfunded areas of adoption to be purchased. 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.