

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: **Teacher Supplies**

Current Fiscal Year: **2011-12**

Current EIA Appropriation: **\$12,999,520**

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

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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:

NA

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

Proviso 1A.16

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
- 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 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.

However, during the 2010-11 school year, districts were given the option of keeping the teacher supply funding to avoid Reductions in Force or additional furloughs for teachers. For the 2010-11 school year, 30 districts did not provide the teacher supply funding to their teachers. For the current year (2011-12), 18 districts did not provide the teacher supply funding to their teachers.

Current Annual Goals:

The mission is to provide \$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, 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?

In compliance with proviso 1A.17, 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.

However, during the 2010-11 school year, districts were allowed to "keep" the teacher supply funding to help offset potential reductions in force or furloughs. Districts were required to advise teachers of this action, in writing, on the first day of the new school year. The SCDE also required an intent action of the districts on their use of these funds. Districts were also required to post, on their websites, the number of teacher jobs that were saved by using this flexibility.

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.

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 2010-11 approximately 52,000 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 2010-11 school year. Although during the 2010-11 school year, funds were inadequate to cover the reconciliation, the SCDE was able to use funds appropriated by Proviso 1A.34 - One Year Suspension of EIA Programs, to fully fund the teacher supply allocation .

Question 7: Program Evaluations

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

NA

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?

NA

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?

No evaluation is required. However, the SCDE does require districts to submit documentation on their intent to sue the supply allocation for its intended purpose or to maintain the funds in order to avoid teacher layoffs.

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?

During the 2011-12 school year, the SCDE was not able to fully fund the allocation per teacher at the \$275 level. Even with the total appropriated amount and the \$200,000 provided by the EOC in proviso, 1A.41, the funding was not adequate to fully fund at the \$275 level but at the \$250 level. The ability to use the suspended EIA program monies was deleted, for this purpose, in the 2011-12 budget. Further reductions in this appropriation could decrease the amount of funding per teacher for classroom supplies.

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?

If no additional monies were appropriated for this program, the amount per teacher (currently \$275) may have to be reduced to a lesser amount. This would ensure that teachers would receive some funding, if not the full amount.

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.