

## **EIA Program Report for Fiscal Year 2011-12**

### **Coversheet**

**EIA-Funded Program Name:** South Carolina Geographic Alliance

**Current Fiscal Year:** 2011-12

**Current EIA Appropriation:** \$155,869

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

Dr. Jerry T. Mitchell

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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:**

n/a

**Proviso(s):** (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. [www.sc.gov](http://www.sc.gov))

*1A.50. (SDE-EIA: XI.F.2-Disbursements/Writing Improvement Network) During Fiscal Year 2011-12, from the funds appropriated to the department and allocated to the Writing Improvement Network, the School Improvement Council and the **South Carolina Geographic Alliance**, the entities must supply a report to the department outlining the costs and benefits of their respective programs.*

**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

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.)**

**Mission:**

The mission of the South Carolina Geographic Alliance is to provide South Carolina students and educators with innovative and effective practices, materials, and research to improve geography education. The Alliance advocates for an informed, geographically-literate population able to participate and compete as responsible citizens within a global economy.

**Vision:**

The South Carolina Geographic Alliance is a nationally-recognized leader and provider of geography education instruction and materials. Our vision is simple: *place matters!* We will help to create and sustain a geographically-literate population in South Carolina. This vision is accomplished by working with local, state, and national partners to create environments where meaningful learning about geography content, methods, and technologies occur. Our work will extend beyond traditional disciplinary boundaries to address the diverse interests and needs of students, their families, educators, and businesses. Through our efforts, South Carolina's geographically-literate population will appreciate the inter-connected nature of physical and human systems – that place matters – for the expressed purpose of better problem-solving, improved citizenship, and economic competitiveness.

**Annual Goals/Objectives by Core Focus Areas:**

The South Carolina Geographic Alliance has Five Core Focus Areas, each with their own goals and objectives. These include: In-service Teacher Professional Development, Pre-service Teacher Candidate Professional Development, Curriculum and Materials Development, Student Engagement, and Business/Community Engagement. The activities, outputs, and outcomes for each in 2010-2011 are detailed in Questions 4, 5, and 6, respectively.

1. In-service Teacher Professional Development

Goal: to provide up-to-date content, best practice pedagogy, and innovative materials for geography education. Offerings will emphasize technology, cross-disciplinary activities, and grade-specific interventions. We work with all educators – public (both traditional and charter), private, and home-school.

Objective: conduct at least 15 professional development workshops in schools and districts across South Carolina with an attendance goal of 300 educators. Emphasis will be placed on teacher understanding of the new South Carolina Social Studies Academic Standards, geospatial technology, content-area reading, and science integration. Special attention will focus on the new high school World Geography standards.

Objective: support Department of Education outreach to charter schools by including professional development for the state charter school district and virtual charter school.

Objective: conduct Alliance Summer Geography Institute with an enrollment goal of 15 educators.

Objective: conduct AP Human Geography workshop with an attendance goal of 30 educators.

Objective: conduct Teaching American History workshop with an attendance goal of 40 Aiken/Edgefield/Saluda educators. Year Three of project funded by Teaching American History grant.

Objective: conduct 2 Geofest conferences with a total attendance goal of 300 educators.

Objective: conduct earthquake workshops for science educators. Funded by South Carolina Emergency Management Division.

Objective: present at least 10 workshops at national, regional, and state conferences, including South Carolina Council of the Social Studies, National Council for Geographic Education, and the South Carolina International Reading Association, among others.

## 2. Pre-service Teacher Candidate Professional Development

Goal: to provide future teachers with mentoring, content knowledge, and classroom materials as they begin their careers. Offerings will be conducted at teacher-training institutions throughout South Carolina.

Objective: conduct at least 10 professional development workshops at teacher-training institutions with an attendance goal of 200 educators. Emphasis will be placed on teacher understanding of the new South Carolina Social Studies Academic Standards, geospatial technology, content-area reading, and science integration.

Objective: offer GEOG 561 (Geographic Concepts for Teachers) with an enrollment goal of 30 students.

Objective: offer GEOG 710 (Seminar in Geography Education) with an enrollment goal of 10 students.

Objective: offer Study Abroad opportunity in Latin America (Peru, Chile, or Argentina) in May semester 2012. Focus on physical, culture, urban, and environmental systems.

Objective: provide professional development workshops for teacher-training candidates at Historically Black Colleges and Universities (HBCUs).

## 3. Curriculum and Materials Development

Goal: to provide teaching materials of the highest-quality, often South Carolina-specific, to meet the needs of South Carolina students. Materials are teacher-driven (requested) and evaluated, tailored to state and local curriculum, and produced at low-cost.

Objective: complete classroom poster, "Religions in South Carolina," funded by South Carolina Humanities Council. Distribute to educators throughout coming year and develop lessons around content.

Objective: complete classroom poster, "Economic Geographies of South Carolina," funded by Teaching American History Grant. Distribute to educators throughout coming year and develop lessons around content.

Objective: begin update of *South Carolina: An Atlas* to reflect demographic and historic changes since 2005. Funded by National Geographic Education Foundation.

Objective: complete inventory of teaching materials and partners related to climate science as part of CLIPSE project (Climate Literacy Partnership in the Southeast). Funded by National Science Foundation.

Objective: continue editing the *Journal of Geography*, an internationally-recognized, peer-reviewed journal focused on geography education. Funded by National Council for Geographic Education.

Objective: seek external private and public funding (grants) to support existing programs or develop new materials as needed.

#### 4. Student Engagement

Goal: to provide opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies.

Objective: support EOC reading initiative by aligning GeoLiteracy program (as done in Arizona, Michigan) to South Carolina standards and pilot use with students and teachers.

Objective: provide geospatial technology instruction in 3 schools during GIS week in November 2011.

Objective: conduct student programs with National Geographic's Giant Traveling Map program at a minimum of 4 schools, exceeding last year's student involvement of 2,100 students.

Objective: Alliance members will serve as scorers, judges, and moderators for the state-level National Geographic Bee.

Objective: Alliance members will judge and make awards for student projects at the Central South Carolina Region II Science and Engineering Fair.

Objective: conduct student programs on geospatial technology with Boys and Girls Clubs, Girl Scouts, and/or other informal education youth organizations.

## 5. Business/Community Engagement

Goal: to produce economically competitive students ready to participate in a global economy. We work with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized.

Objective: provide leadership and content direction for a virtual job shadow on geospatial technology for South Carolina high school students. This is a partnership with Microburst Learning and South Carolina Personal Pathways to Success (EEDA). Funded by Google.

Objective: conduct workshops for career counselors, administrators, and teachers to demonstrate the importance of geography across the 16 job clusters. Coordinated with the Midlands Education and Business Alliance (MEBA).

Objective: serve on the MEBA STEM (science, technology, engineering, and math) steering committee to support geospatial technology.

**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?**

**Activities** in 2010-2011 by Core Focus Area:

In-service Teacher Professional Development –

The Alliance provides up-to-date content, best practice pedagogy, and innovative 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; Teaching American History workshop; South Carolina Humanities workshop; AP Human Geography workshop; ON-TRACK (Teaching Reading and Content Knowledge) workshop; and professional conference presentations at state and national education conferences.

The **outputs** for these activities are described under Question 5.

Pre-service Teacher Candidate Professional Development –

The Alliance provides future 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 and Clemson University; and GEOG 561 (Geographic Concepts for Teachers) at USC Columbia.

The **outputs** for these activities are described under Question 5.

## Curriculum and Materials Development –

The Alliance provides teaching materials of the highest-quality, often South Carolina-specific, to meet the needs of South Carolina students. These materials are teacher-driven and evaluated, tailored to state and local curriculum, and produced at low-cost. Activities include:

Designing and distributing classroom posters; distributing Geography Awareness Week materials; editing the Journal of Geography; and participating in the review and writing process for the South Carolina Social Studies Academic Standards.

The **outputs** for these activities are described under Question 5.

## Student Engagement –

The Alliance provides opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies. Activities included:

Conducting in-school programs with National Geographic's Giant Map Program; participating in the National Geographic Bee; conducting workshops and providing materials for the South Carolina Department of Archives and History and Children's Museum of the Upstate; participating the state Science Fair; conducting a program for the Boys and Girls Clubs; and administering a grant program for South Carolina teachers.

The **outputs** for these activities are described under Question 5.

## Business/Community Engagement –

The Alliance works with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized. Activities included:

Geospatial technology virtual job shadow partnership; workshops for career specialists, administrators, and teachers about geospatial technology; and service on MEBA's STEM steering committee.

The **outputs** for these activities are described under Question 5.

## Planned Changes:

There are no major planned changes in processes, but our strategic planning process has helped us focus efforts on existing programs in professional development and materials development.

Major new efforts in this year will be work on the South Carolina atlas for K-12 classrooms, science education via the climate partnership and earthquake preparedness workshops, support for the EOC reading initiative using the GeOLiteracy program, and continued work with MEBA on the importance of geospatial technology and workforce development.

**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.**

**Outputs** in 2010-2011 by Core Focus Area:

In-service Teacher Professional Development –

1. **32** workshops attended by **625** teachers. These included schools in Greenville, Lexington, Richland, Marlboro, York, Anderson, Greenwood, and Berkeley counties.
2. **2** Geofest Conferences attended by **307** teachers.
3. Alliance Summer Geography Institute (3 credit graduate course) attended by **16** teachers.
4. Teaching American History workshop attended by **40** teachers in Aiken, Edgefield, and Saluda counties.
5. South Carolina Humanities workshop attended by **43** teachers.
6. AP Human Geography workshop attended by **35** teachers.
7. ON-TRACK (Teaching Reading and Content Knowledge) workshop for **20** teachers.
8. **6** South Carolina educators provided funding support to present teaching strategies at National Conference on Geography Education in Savannah, Georgia.
9. **18** professional conference presentations attended by **413** teachers. These included the National Conference on Geography Education, South Carolina Science Council, South Carolina Council for the Social Studies, South Carolina Early Childhood Association, South Carolina Independent Schools Association, and the South Carolina Home Educators Association.

In total, the South Carolina Geographic Alliance worked with **1,499** teachers in this category in 2010-2011.

Pre-service Teacher Candidate Professional Development –

1. **22** workshops attended by **345** teacher candidates. Locations included Clemson University, College of Charleston, Columbia College, Furman University, Limestone College, North Greenville University, University of South Carolina – Aiken, and University of South Carolina – Columbia.
2. GEOG 710 (Seminar in Geography Education) was taught in summer 2010 for **16** students at USC Columbia. The Alliance also supported this course at Clemson University, taught for the first time in Summer 2011.
3. GEOG 561 (Geographic Concepts for Teachers) was taught in fall 2010 for **31** students at USC Columbia. **39** students are enrolled in Fall 2011.

In total, the South Carolina Geographic Alliance worked with **392** teacher candidates in this category in 2010-2011.

#### Curriculum and Materials Development –

1. **2,000** classroom posters – “South Carolina Population Density, 2010” – designed, printed, and distributed at no cost to teachers throughout South Carolina. Funded by Teaching American History grant.
2. **1,500** Geography Awareness Week packets – poster, lesson plans, DVD – distributed at no cost to teachers throughout South Carolina. Funded by National Geographic Society.
3. Journal of Geography – the Alliance Coordinator is the editor of this international journal dedicated to geography education. Six issues were published this year. Funded by National Council for Geographic Education.
4. South Carolina Social Studies Academic Standards – the Alliance Coordinator served as a national reviewer, authored the high school geography standards, and provided content oversight across the K-8 standards. Alliance staff members served as content reviewers.

#### Student Engagement –

1. National Geographic Giant Map Program  
National Geographic Giant Traveling Maps are educationally powerful tools for introducing geography and map reading skills to students. The Alliance conducted this program again in 2011 with funding from Central Piedmont Community College (North Carolina) via a grant from the National Science Foundation’s Advanced Technological Education Program. The Latin America map was used by **2,156** South Carolina students in 2011. The North American map was used by **539** students in 2009; the program returns in Spring 2012 with the Pacific Ocean map.
2. National Geographic Bee  
Alliance members served as volunteer judges, moderators, and scorers for the Bee. Over **100** South Carolina students participated in this year’s finals, with thousands more participating at 155 registered school events. Funded by National Geographic Society.
3. South Carolina Department of Archives and History  
The Alliance provided materials and instruction for **75** third grade students in conjunction with Archives programming.
4. Children’s Museum of the Upstate – Greenville  
The Alliance provided **50** student packets including maps of Europe, Asia, and Africa for the museum’s world awareness program. Funded by National Geographic Society.
5. Science Fair  
The Alliance reviewed **609** student projects presented at the Central South Carolina Region II Science and Engineering Fair and awarded small cash prizes to six students whose projects demonstrated significant geographic or spatial content. Funded by South Carolina Geographic Alliance product sales.
6. Boys and Girls Clubs of the Midlands  
Designed to bring geospatial technology to at-risk youth in informal education settings, this program provided instruction for students at the Boys and Girls Club (Ben Arnold unit) in Columbia. We hope to use this and similar venues to expose students to career opportunities that involve geographic and geospatial technology.
7. Geography Teacher Grants  
Grants (up to \$1,000 each) have been awarded to 12 schools since 2006 (in Georgetown, Greenwood, Clover, North Charleston, Prosperity, Aiken, Harleyville, Sumter, Irmo, West Columbia, Pickens). In this year, Dutch Fork High School (Irmo) purchased GPS receivers for geography and environmental science classrooms. Lemira Elementary School (Sumter) used their funds for large Africa maps and textbooks for their first grade classrooms. Funded by South Carolina Geographic Alliance product sales.

In total, the South Carolina Geographic Alliance worked directly with **2,239** students in this category in 2010-2011. Indirect student involvement (i.e.: Science Fair, Geographic Bee) exceeded **750** students.

Business/Community Engagement –

1. STEM cluster (Science, Technology, Engineering, and Math), Midlands Education and Business Alliance (MEBA): the Geographic Alliance coordinator has joined the STEM cluster, participating in education efforts and the production of the STEM Career Guide.
2. **2** workshops conducted for **24** MEBA-affiliated teachers and career counselors; geospatial technology highlighted.
3. Virtual Job Shadow: Geospatial Technology – the Alliance is working with MEBA and Microburst Learning to develop this module with funding from Google. The job shadow, when completed later this year, will be available to all South Carolina high school students.

**Grant Acquisition:**

The Alliance has a successful track record in using EIA funds to attract other monies to further our objectives. Additional monies were secured recently to support the following Core Areas:

In-service Teacher Professional Development –

1. ON-TRACK (Teaching Reading and Content Knowledge): \$1,720, Commission on Higher Education
2. Hearing Every Voice (Aiken/Edgefield/Saluda History Project): \$8,096, Teaching American History Grant
3. Immigrants and Communities of Faith: \$4,559, SC Humanities Council
4. Teacher Study Travel: \$3,600, PROMPeru, \$750, Association of American Geographers
5. Technology Institute: \$19,052, National Geographic Education Foundation
6. Strategic Planning: \$10,000, National Geographic Education Foundation
7. Earthquake Science: \$19,666, South Carolina Emergency Management Division

Curriculum and Materials Development –

1. CLiPSE (Climate Literacy Partnership in the Southeast): \$8,500, National Science Foundation
2. Environmental Literacy Project: \$1,450, Ecological Society of America
3. South Carolina Atlas Update: \$30,850, National Geographic Education Foundation

Student Engagement –

1. National Geographic Giant Traveling Map: \$1,000 (in-kind), Central Piedmont Community College (North Carolina)

In total, the South Carolina Geographic Alliance successfully garnered **\$108,243** in addition to EIA support in 2010-2011. (These dollar amounts will vary some from the chart in Question 11 due to different fiscal years between grants and EIA monies; additionally some grants are multi-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.**

**Outcomes in 2010-2011:**

One part of our mission states that the Alliance will “provide South Carolina students and educators with innovative and effective practices, materials, and research to improve geography education.” Our impact in this area is seen qualitatively and quantitatively. For example:

“The Alliance Summer Geography Institute is absolutely, positively the most meaningful educational experience I have ever had! I have learned more in the last two weeks than I thought I would. I have been challenged and stretched, and I am a better teacher because of this opportunity!”

We produce better teachers. The teachers engaged in our program, like the one above, repeatedly tell us so.

Those tasked with improving their teacher corps tell us that we produce better teachers for their schools. From a survey of the South Carolina Social Studies Supervisors Association, we learned that:

1. 79% of respondents believe that teachers who have attended SCGA workshops deliver a higher quality of instruction to their students
2. Satisfaction with SCGA workshops was rated 4.52/5.00
3. 75% of respondents believe that teachers who use SCGA materials deliver a higher quality of instruction to their students
4. Satisfaction with SCGA materials was rated 4.68/5.00

Other research (Tesenair, 1998) 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 experiences. 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 2,000 teachers and 2,000 students annually; over 11,000 educators choose to be members of the Alliance. 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 the content taught in the classroom.

We've had success in South Carolina, but we cannot stop. The recent (2010) National Assessment of Educational Progress noted that student geography achievement was far below proficient. South Carolina is poised to continue its leadership in geography – an education success story for our state.

### **Question 7: Program Evaluations**

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

Internal evaluations are continuous; for example, we provide workshop participants with evaluation forms and use these to enhance or update future work. No external evaluation of this program has been conducted.

#### **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 South Carolina Geographic Alliance requests attendee feedback for each of our courses and conferences. We provide Likert-like scaled questions as well as open-ended free response opportunities. The Alliance uses this information to tailor future workshop topics and refine our presentations. The space provided here precludes a full listing of these evaluations, but we are able to provide complete evaluations to the EOC (digital or hard copy) upon request.

A survey of the South Carolina Social Studies Supervisors Association conducted recently concluded that teachers attending our workshops and using our curriculum materials provide higher quality instruction to their students.

The Alliance is undertaking a major strategic planning effort in 2011-2012 (externally funded); a discussion of evaluation mechanisms is a part of that process.

#### **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.**

Our evaluation materials are not online, but they can be made available electronically on request.

#### **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?**

The South Carolina Geographic Alliance has made up for past budget losses with external grant funds and innovative cost-cutting measures. If additional cuts are necessary we will still work to absorb further reductions without negatively impacting our mission, but an additional cut of 5% (\$7,800) may require the elimination of a signature program such as the Geospatial Technology Institute. A 10% reduction (\$15,600) will impact staffing, likely the reduction of a staff line.

We continue to look for additional cost-savings. Several examples are illustrative:

1. **Materials:** the Alliance produces classroom posters and distributes them to educators across the state. We are producing a new poster on South Carolina religious landscapes. Normally the SCGA would bear the total printing cost, but a grant from the South Carolina Humanities Council is covering this cost. These savings can be used for other Alliance activities or as a buffer for future cuts.
2. **Travel:** in our position as national leaders in geography education, Alliance staff attend the National Conference on Geography Education. We have received a grant from the National Geographic Education Foundation to covers these costs.
3. **Fees:** we have increased or added fees for some workshops. Clearly this is delicate since many schools/districts are equally hurting for funds.

The SCGA is working creatively in a number of areas to maintain its mission and still remain responsible stewards of the resources given to us by the state. The South Carolina Geographic Alliance remains the national model of success. The base funding provided by the state makes this happen and should be viewed as an important investment. The SCGA is grateful for this continued 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?**

Our goals would not change, but the objectives and actions taken to reach them requires flexibility. The SCGA is continuously evaluating the best possible strategies for training teachers, reaching students, creating materials, and wisely using state monies to accomplish those objectives. The SCGA has not reduced any offerings to date despite now receiving 42% less state funding than our 2008 appropriation. To absorb less state funding we have:

1. Aggressively sought external funding.
2. Partnered with other groups that share our goals to pool resources.
3. Moved some offerings to events where participants come to us (saving travel monies).
4. Engaged in a strategic planning process to guide our efforts. This will target our efforts and streamline existing processes.

Far from shrinking back, we continue to expand and have taken 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. With continued state support, the SCGA will maintain its national position as a provider of teacher professional development and we will emerge from this difficult economic period as a stronger entity.

**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](mailto:mbarton@eoc.sc.gov)**.

**Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.**

**Question 10: Fiscal Year 2012-13**

**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?**

n/a

**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?**

n/a

**Question 11: Fiscal Years 2010-11 and 2011-12**

**Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).**

**If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.**

| Funding Source              | Prior FY Actual | Current FY Estimated |
|-----------------------------|-----------------|----------------------|
| EIA                         | 183,375         | 155,869              |
| General Fund                |                 |                      |
| Lottery                     |                 |                      |
| Fees                        | 7,460           | 6,300                |
| Other Sources               | 5,302           | 4,750                |
| Grant                       | 8,968           | 82,714               |
| Contributions, Foundation   | 41,300          | 41,300               |
| Other (Specify)             |                 |                      |
| Carry Forward from Prior Yr |                 |                      |
| <b>TOTAL</b>                | <b>246,405</b>  | <b>290,933</b>       |

**Other: Please specify here.**

| Expenditures                                       | Prior FY Actual | Current FY Estimated |
|----------------------------------------------------|-----------------|----------------------|
| Personal Service                                   | 125,904         | 108,469              |
| Contractual Services                               | 8,400           | 7,200                |
| Supplies and Materials                             | 14,671          | 8,500                |
| Fixed Charges                                      | 31,000          | 28,300               |
| Travel                                             | 3,400           | 3,400                |
| Equipment                                          |                 |                      |
| Employer Contributions                             |                 |                      |
| Allocations to Districts/Schools/Agencies/Entities |                 |                      |
| Other: Please explain                              |                 |                      |
| Balance Remaining                                  |                 |                      |
| <b>TOTAL</b>                                       | <b>183,375</b>  | <b>155,869</b>       |
| <b>#FTES</b>                                       |                 |                      |

**Other: Please explain here.**



## South Carolina Geographic Alliance

Center of Excellence for Geographic Education  
Department of Geography, University of South Carolina

### Alliance Highlights, 2010-2011

"The Alliance Summer Geography Institute is absolutely, positively the most meaningful educational experience I have ever had! I have learned more in the last two weeks than I thought I would. I have been challenged and stretched, and I am a better teacher because of this opportunity!"

#### In-service and Pre-service Teacher Engagement

- **35** workshops, **2** Geofest conferences, **1** course, and **18** conference presentations attended by **1,499** teachers: topics included AP Human Geography, Teaching American History, Teaching Reading and Content Knowledge, among others.
- **22** workshops and **2** courses attended by **392** teacher candidates: included Clemson University, College of Charleston, Columbia College, Furman University, Limestone College, North Greenville University, University of South Carolina – Aiken, and University of South Carolina – Columbia.

#### Student Engagement

- National Geographic Giant Map Program: over **2,100** students in 2011
- National Geographic Bee: judges, moderators, and scorers.
- South Carolina Department of Archives and History; Science Fair; Boys and Girls Clubs of the Midlands: provided materials and instruction in geospatial technology; sponsored awards.
- Geography Teacher Grants: Dutch Fork High (Irmo) purchased GPS receivers for geography and environmental science classrooms; Lemira Elementary (Sumter) purchased large Africa maps and textbooks for first grade.

#### Materials Completed

- *SC Atlas of Environmental Risks and Hazards*: [www.hazardsatlas.org](http://www.hazardsatlas.org)
- Three new posters in Classroom Poster Series: *Connecting with Rice: Carolina Lowcountry and Africa*; *Natural Hazards of South Carolina*; *Religious Diversity in South Carolina*

#### Grants

- **\$108,243** for specific projects (professional development or materials).
- Funding from the National Geographic Education Foundation, SC Humanities Council, Ecological Society of America, National Science Foundation, South Carolina Emergency Management Division, Association of American Geographers, and the SC Commission on Higher Education, among others.

#### Research

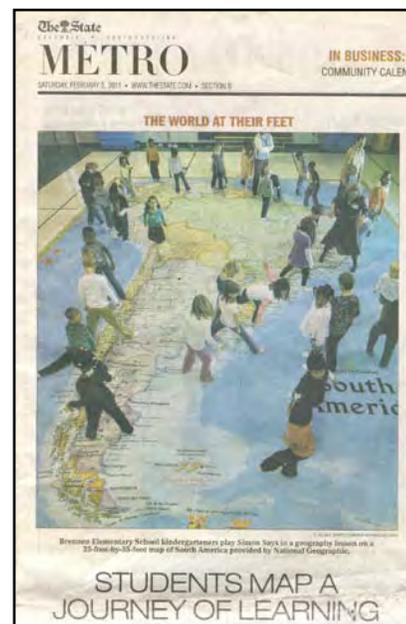
- Three publications in *International Research in Geographical and Environmental Education*, *The Geography Teacher*, and *South Carolina Middle School Association Journal* (published or in press).
- Edit the international, peer-reviewed *Journal of Geography*.

#### Business/Community

- Partnered with Midlands Education and Business Alliance (MEBA) to produce the STEM Career Guide; joined the STEM cluster steering group; conducted two workshops for MEBA-affiliated teachers and career counselors.
- Virtual Job Shadow on Geospatial Technology – partnership with the Alliance, Microburst Learning, and Google. Available to high school students within the next year.

#### Contact

Dr. Jerry Mitchell, [mitchell@sc.edu](mailto:mitchell@sc.edu), 803-777-2986



## 2011-2012 – Selected Upcoming Programs

### Core Focus Areas

The South Carolina Geographic Alliance has several Core Focus Areas, each with their own goals and objectives. These include: In-service Teacher Professional Development, Pre-service Teacher Candidate Professional Development, Curriculum and Materials Development, Student Engagement, and Business/Community Engagement. In addition to continuing the activities highlighted on the reverse page, other initiatives include:

#### In-service Teacher and Pre-service Teacher Candidate Professional Development

- Provide better outreach to the state charter school district and virtual charter schools
- Provide better outreach to HBCUs
- Conduct earthquake workshops for K-12 science educators
- Offer Study Abroad opportunity in Latin America in May 2012

#### Curriculum and Materials Development

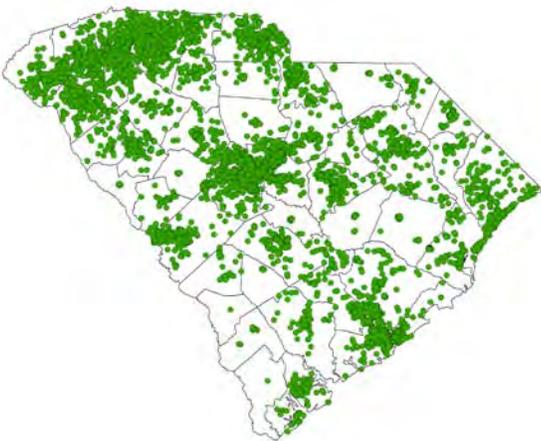
- Complete classroom poster, "Economic Geographies of South Carolina," funded by TAH Grant
- Begin update of *South Carolina: An Atlas*, funded by National Geographic Education Foundation
- Complete inventory of teaching materials and partners related to climate science as part of CLIPSE project (Climate Literacy Partnership in the Southeast), funded by National Science Foundation

#### Student Engagement

- Support EOC reading initiative by aligning GeoLiteracy program to South Carolina standards and pilot use with students and teachers
- National Geographic Giant Map Program – Pacific Map, Spring 2012
- Geotechnology applications with 3<sup>rd</sup> grade students – St. Peter's Catholic
- Geotechnology applications with Girl Scouts of South Carolina
- Midlands Education and Business Alliance Career Day – Outreach to 300 8<sup>th</sup> grade students
- Provide geospatial technology instruction in 3 schools during GIS week in November 2011

### Alliance Membership

Over 11,000 educators are members and use the materials and services of the South Carolina Geographic Alliance.



### Alliance Outreach

The South Carolina Geographic Alliance has provided professional development opportunities in 52 districts over the past five years.

