



SC EDUCATION OVERSIGHT COMMITTEE

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AGENDA EIA and Improvement Mechanisms Subcommittee

Monday, May 17, 2020
Blatt Building, Room 443
1:00 P.M.

I. Welcome and IntroductionsDr. Bob Couch

II. Approval of Minutes of December 7, 2020Dr. Bob Couch

III. Discussion:
EIA Funding & Application Process Update Dr. Rainey Knight

Evaluating EIA Program Funding C. Matthew Ferguson

IV. For Action:
SC Teacher Loan Program Report, FY 2019-20 Dr. Valerie Harrison
(Report to be provided to members at the meeting)

V. Adjournment

Ellen Weaver
CHAIR

Barbara B. Hairfield
VICE CHAIR

Terry Alexander

April Allen

Melanie Barton

Neal Collins

Bob Couch

Raye Felder

Greg Hembree

Kevin L. Johnson

Sidney Locke

Brian Newsome

Neil C. Robinson, Jr.

Jamie Shuster

Molly Spearman

Patti J. Tate

Scott Turner

Subcommittee Members:

Dr. Bob Couch, Chair
April Allen
Melanie Barton
Rep. Neal Collins

Sen. Kevin Johnson
Dr. Brian Newsome
Jamie Shuster
Ellen Weaver

C. Matthew Ferguson, Esq.
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
EIA and Improvement Mechanisms Subcommittee Meeting

Minutes of the Meeting
(held remotely via Zoom)

December 7, 2020

Members Present (remote): Dr. Bob Couch, Subcommittee Chair; Rep. Neil Collins; Dr. Brian Newsome; Ms. Barton; April Allen; and Ms. Ellen Weaver

EOC Staff Present: Matthew Ferguson; Dr. Valerie Harrison; Dr. Rainey Knight; and Dana Yow.

Dr. Couch welcomed members. The minutes from the November 16, 2020 EIA Subcommittee meeting were approved as submitted. Dr. Couch said that EOC staff would summarize the staff's EIA recommendations and there would be an opportunity for discussion and questions. Dr. Couch asked Dr. Knight to summarize staff recommendations. Ms. Weaver sought clarification on the recommendation for charter schools. She also asked if the two charter schools are required to have a fund balance. Dr. Knight believed the charters would not be excluded.

Mr. Collins asked about the 50% estimate for charter schools. Dr. Knight said that she has not been able to get the 45-day count from the SCDE. We will share data as we receive info from the SCDE.

Dr. Knight discussed the possibility of sample testing if we can't test all students. Katie Nigles, from the SCDE, stated that the 45-day count is delayed because not all school districts started at the same time, and there were also glitches with PowerSchool.

Dr. Knight stated that staff would like there to be consideration of evaluation EIA-funded programs – to see if the funded programs are innovative and align with a strategic plan. She wants to revise the process. Staff would also like to have an independent evaluation of EIA-funded programs. Ms. Weaver thinks that both recommendations are very timely and appropriate.

Ms. Weaver said she had received an IG report on an EIA-funded programs. She asked that Dr. Knight send that to all EOC members.

Mr. Ferguson discussed the staff recommendation for the EOC to do a charter learner-validated program. Ms. Weaver liked the idea of using a brick and mortar charter as well as a virtual charter school. She also suggested opening the pilot up to a traditional public school.

For the staff recommendation on innovative academic recovery camps, Dr. Newsome stated that a competitive grants program is problematic for smaller districts who don't employ a grant writer.

Dr. Knight showed the fund balances for each of the EIA-funded programs.

Ms. Weaver likes the staff recommendations and talked about the fragmented funding formula that SC has. She wondered if we could roll the EIA into the EFA as a recommendation. She thinks the Academic Recovery Camps are one of the most important things we can do to support learning loss. She wonders if districts will support one another or if a non-profit could be involved.

A super majority of the General Assembly would be necessary to merge the EIA and EFA together; Ms. Barton said that it is important how it is phrased. Ms. Weaver is also interested in the carry forward money.

Rep. Collins stated that EIA was not just designed to supplement the EFA. The legislature needs to be warned about what is coming. Another idea is to put the burden of the charter schools on the Gen. Assembly. Dr. Newsome said there needs to be a group to come together to talk about charter school funding. Charters are in a tough situation. Ms. Barton stated that RFA has done a funding study, but it did not include charter schools. Dr. Newsome also pointed out the need for accountability.

Ms. Weaver asked if the \$2.5 million would be enough for Academic Recovery Camps. Mr. Ferguson said it is low, based on the need that was emerging from the data.

Ms. Barton made a motion to move the recommendations forward to the full EOC as presented. Dr. Newsome seconded the motion. The staff recommendations were unanimously approved by the subcommittee.

There being no further business, the meeting adjourned.

EIA APPROPRIATION SUMMARY REQUESTS

Apr 26 21

EIA Program Line Items	2020-21 EIA Appropriation	2021-22 TOTAL Request	Requested Increase	EOC Recommended Increase	Governor's Recommended Increase	House Recommended Increase	Senate Finance Recommended Increase
Industry Certifications/Credentials	\$550,000	\$3,000,000	\$2,450,000	\$2,450,000	\$2,450,000	\$3,000,000	\$2,450,000
Adult Education	\$15,073,736	\$15,073,736	\$0				
Aid to Districts	\$24,401,779	\$24,401,779	\$0				
Students at Risk of School Failure	\$79,551,723	\$79,551,723	\$0				
Arts Curricular Grants	\$1,487,571	\$1,487,571	\$0				
Career and Technology Education	\$20,072,135	\$20,072,135	\$0				
Summer Reading Camps	\$7,500,000	\$7,500,000	\$0				
Reading Coaches	\$9,922,556	\$9,922,556	\$0		\$10,000,000 ¹		
Education Economic and Development Act (EEDA)	\$8,413,832	\$8,413,832	\$0				
Assessment/Testing	\$27,261,400	\$27,261,400	\$0		\$2,000,000 ²		
Reading	\$3,271,026	\$3,271,026	\$0				
Instructional Materials	\$20,922,839	\$50,922,839	\$30,000,000			\$8,403,296	\$9,700,000
School Safety Program	\$10,000,000	\$10,000,000	\$0		(\$10,000,000) ¹	\$2,000,000	(\$10,000,000)
School Nurses					\$5,577,165	\$5,577,165	\$5,577,165
EAA Technical Assistance	\$23,801,301	\$23,801,301	\$0				
Power School/Data Collection	\$7,500,000	\$10,500,000	\$3,000,000				
School Value Added Instrument	\$1,400,000	\$1,400,000	\$0				
Half-day 4K	\$15,513,846	\$15,513,846	\$0		(\$15,513,846) ²		(\$4,000,000)
CDEPP - SCDE	\$41,441,053	\$47,441,053	\$6,000,000		\$27,035,912 ²		\$20,276,934
Teacher of the Year	\$155,000	\$155,000	\$0				
Teacher Quality Commission	\$372,724	\$372,724	\$0				
Teacher Salaries & Fringe Benefits	\$220,755,700	\$220,755,700	\$0		\$4,009,000	\$4,009,000	\$4,009,000
Teacher Supplies	\$14,721,500	\$14,721,500	\$0				
National Board Certification	\$44,500,000	\$44,500,000	\$0		(\$852,824)	(\$1,500,000)	
Professional Development	\$2,771,758	\$2,771,758	\$0				
ADEPT	\$873,909	\$873,909	\$0				
Technology	\$12,271,826	\$12,271,826	\$0				
SDE Grants Committee	\$504,313	\$7,504,313	\$7,000,000				\$4,000,000
Transportation	\$22,032,195	\$22,032,195	\$0				
Family Connection SC	\$300,000	\$300,000	\$0				
Other State Agencies' Teacher Salary	\$13,467,848	\$13,803,861	\$336,013	\$336,013		\$336,013	\$735,926
SUB TOTALS	\$650,811,570	\$699,597,583	\$48,786,013	\$2,786,013	\$24,705,407	\$21,825,474	\$32,749,025
SC ETV	\$5,726,409	\$5,726,409	\$0		(\$5,726,409) ¹	(\$5,726,409)	(\$5,726,409)
Literacy & Distance Learning	\$415,000	\$415,000	\$0				
Reach Out & Read	\$1,000,000	\$1,000,000	\$0				
SC Youth Challenge Academy	\$1,000,000	\$1,000,000	\$0				
Arts Education	\$1,170,000	1,570,000	\$400,000				
EOC	\$1,793,242	\$1,793,242	\$0				
Science P.L.U.S.	\$563,406	\$646,406	\$83,000				
S2TEM Centers SC	\$1,750,000	\$2,000,000	\$250,000				
Teach For America SC	\$3,000,000	\$3,000,000	\$0			(\$1,000,000)	(\$1,000,000)
SC Council on Economic Education	\$300,000	\$300,000	\$0				
Center for Educational Partnerships	\$715,933	\$1,253,433	\$537,500				
Centers of Excellence - CHE	\$787,526	\$787,526	\$0				
Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion (Proviso 1A.31.)	\$350,000	\$350,000	\$0				
CERRA	\$12,034,117	\$13,034,117	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1

EIA APPROPRIATION SUMMARY REQUESTS

Apr 26 21

EIA Program Line Items	2020-21 EIA Appropriation	2021-22 TOTAL Request	Requested Increase	EOC Recommended Increase	Governor's Recommended Increase	House Recommended Increase	Senate Finance Recommended Increase
SC Program for Recruitment of Minority Teachers (Proviso 1A.6.)	\$339,482	\$339,482	\$0				
Teacher Loan Program	\$5,089,881	\$5,089,881	\$0				
Babynet Autism Therapy	\$3,926,408	\$3,926,408	\$0				
Call Me MiSTER	\$500,000	\$500,000	\$0				
Regional Education Centers	\$1,952,000	\$1,952,000	\$0				
TransformSC	\$400,000	\$400,000	\$0				
SC Public Charter Schools & Charter Institute at Erskine	\$126,461,481	\$183,796,562	\$57,335,081	\$29,178,733	\$0	\$15,000,000	(\$8,585,545)
First Steps to School Readiness	\$29,336,227	\$29,336,227	\$0		\$20,879,902 ²	\$10,215,935	\$15,659,926
Other:			\$0				
SCDE Personnel & Operations	\$9,162,318	\$9,162,318	\$0				
New:			\$0				
USC - Pilot Teacher Recruitment Program (Proviso 1A.71)	\$750,000	\$750,000	\$0				
SC State University BRIDGE Program (Proviso 1A.72)	\$1,400,000	\$1,400,000	\$0				
Working Conditions Survey				\$250,000	\$250,000		
Evaluation of EIA Programs				\$375,000			
Increase Students in 4K Classes				\$4,019,254			
Post-secondary Enrollment and Success				\$56,000	\$56,100		
DJJ					\$2,500,000	\$1,850,000	\$1
Save the Children					\$1,000,000		
Charter School Learner Validated Pilot				\$2,000,000			
COVID Academic Recovery Camps				\$2,500,000			
Workforce Demands				\$2,500,000			
GED Incentive Program (NEW)						\$1,500,000	\$1
Computer Science Regional Specialist							\$568,000
SUB TOTALS	\$209,923,430	\$269,529,011	\$59,605,581	\$41,878,987	\$19,959,593	\$22,839,526	\$915,975
EIA TOTALS	\$860,735,000	\$969,126,594	\$108,391,594	\$44,665,000	\$44,665,000	\$44,665,000	\$33,665,000

EIA Recommendations Total			\$905,400,000	\$905,400,000	\$905,400,000	\$894,400,000
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EIA Surplus FY 2020-21 (non-recurring funds)				
Instructional Materials	\$15,788,000	\$0		\$25,680,251
Artificial Intelligence	\$1,500,000			
Computer science certification and professional learning		\$700,000	\$0	\$700,000
SCDE Grants Committee		\$7,000,000	\$7,788,000	\$3,000,000
Charter Schools		\$9,588,000	\$9,588,000	\$28,388,059
Full day 4K (OFS)				\$5,219,976
Full day 4K (SDE)				\$6,758,978
Aid to Districts				\$20,000,000
Patterson's Academy (H630)				\$1,014,094
Meyer Center (H630)				\$173,666
The Continuum (H360)				\$1,500,000
Carolina Collaborative Alternative Prep				\$450,000

EIA APPROPRIATION SUMMARY REQUESTS

Apr 26 21

EIA Program Line Items	2020-21 EIA Appropriation	2021-22 TOTAL Request	Requested Increase	EOC Recommended Increase	Governor's Recommended Increase	House Recommended Increase	Senate Finance Recommended Increase
Total				\$17,288,000	\$17,288,000	\$17,376,000	\$92,885,024

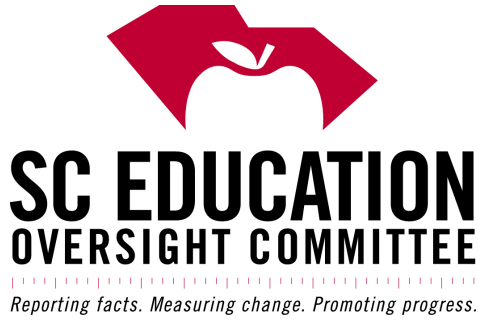
\$987,285,024

	Base	4/1/2020 Estimate	New Funds Available
Available 2021-22 EIA Revenue (Recurring)	\$860,735,000	\$894,700,000	\$33,965,000
Available 2020-21 EIA Surplus (Nonrecurring)	\$860,735,000	\$953,620,024	\$92,885,024

Note: Proviso 117.164 reduced the availability of recurring EIA revenues by \$300,000 due exempting from sales tax materials and construction used in agribusiness facilities of \$100 million or more.

1 Transfer between EIA and General Fund

2 Statewide expansion of full-day 4K



Organization of Education Improvement Act (EIA) Funded Programs *May 2021*



Improving Teacher Quality

- Attracting qualified individuals
- Preparing and developing qualified teachers
- Compensating and retaining teachers



Increasing School Readiness and Ensuring Early Learning Success

- Early childhood
- Reading



Supporting struggling students



Emphasizing Learning in Content Areas



Improving Connections across Education Levels and with World of Work



Measuring and Evaluating Success



Miscellaneous

**Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

Attachment A: Summary of the 2020-21 EIA Appropriations per Continuing Resolution

SC Department of Education Programs		
1	Industry Certifications/Credentials	\$550,000
2	Adult Education	\$15,073,736
3	Aid to Districts	\$24,401,779
4	Students at Risk of School Failure	\$79,551,723
5	Arts Curricular Grants	\$1,487,571
6	Career and Technology Education	\$20,072,135
7	Summer Reading Camps	\$7,500,000
8	Reading Coaches	\$9,92,2556
9	Education Economic and Development Act (EEDA)	\$8,413,832
10	Assessment/Testing	\$27,261,400
11	Reading	\$3,271,026
12	Instructional Materials	\$20,922,839
13	School Safety Program	\$10,000,000
14	EAA Technical Assistance	\$23,801,301
15	Power School/Data Collection	\$7,500,000
16	School Value Added Instrument	\$1,400,000
17	Half day 4K	\$15,513,846
18	CERDEP- SCDE	\$41,441,053
19	Teacher of the Year	\$155,000
20	Teacher Quality Commission	\$372,724
21	Teacher Salaries & Fringe Benefits	\$220,755,700
22	Teacher Supplies	\$14,721,500
23	National Board Certification	\$44,500,000
24	Professional Development	\$2,771,758
25	ADEPT	\$873,909
26	Technology	\$12,271,826
27	SCDE Grants Committee	\$504,313
28	Transportation	\$22,032,195
29	Family Connection SC	\$300,000
30	Other State Agencies' Teacher Salary	\$13,467,848
Partnerships/Programs/Agencies:		
31	SC ETV	\$5,726,409
32	Literacy & Distance Learning	\$415,000
33	Reach Out and Read	\$1,000,000
34	SC Youth Challenge Academy	\$1,000,000
35	Arts Education	\$1,170,000
36	Education Oversight Committee	\$1,793,242
37	Science P.L.U.S.	\$563,406
38	S ² TEM Centers SC	\$1,750,000
39	Teach For America SC	\$3,000,000
40	SC Council on Economic Education	\$300,000
41	Center for Educational Partnerships (USC)	\$715,933
42	Centers of Excellence – CHE	\$787,526
43	Center of Excellence to Prepare Teachers of Children of Poverty – Francis Marion per proviso	\$350,000
44	CERRA	\$14,184,117
45	SC Program for Recruitment of Minority Teachers (SC State University)	\$339,482
46	Teacher Loan Program	\$5,089,881
47	Babynet Autism Therapy	\$3,926,408
48	Call Me Mister	\$500,000

**Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

49	Regional Education Centers (Department of Commerce)	\$1,952,000
50	TransformSC	\$400,000
51	SC Public Charter Schools (SC Public Charter School District and Charter Institute at Erskine)	\$126,461,481
52	First Steps to School Readiness	\$29,336,227
	Other:	
	SCDE Personnel & Operations	\$9,162,318
	TOTAL:	\$860,735,000

**Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

Attachment B: Budget & Report Forms

- The completed report packet should contain **five (5), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 30, 2021.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions about the report should be sent to Dr. Rainey Knight at raineyhk@gmail.com, and all electronic copies should be sent to Hope Johnson-Jones at hjones@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name		Address	

FY 2021-22 EIA Appropriation per Act 135 of 2020		FY 2022-23 EIA Funding Request	
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Program Contact		Division/Office	
Contact Title		Address	
Contact Phone		Contact E-Mail	

Summary of Program:

**Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2020-21, how were the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by this partnership/program/agency	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$	%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds were intended to be spent by expenditure category. If no funds are allocated to school districts, please skip this question.

Expenditure Category for Funds Allocated to School Districts	%
<p>Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.</p>	%
<p>Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)</p>	%
<p>Special Education Services</p>	%
<p>Health (i.e. school nurses, mental health counselors, etc.)</p>	%
<p>Safety (i.e. school resource officers, etc.)</p>	%
<p>Career Education (i.e. professional learning, equipment, etc.)</p>	%

**Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies**

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:

Regulation(s):

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other
Partnerships/Programs/Agencies

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Indicators help assess how well the program is being implemented. Indicators frequently include quantities to reflect the size or scope of services or instruction being delivered. Helps answer the question: “Are activities being implemented as planned?”
- **Outcomes:** Results the program intends to achieve. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program’s control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable. Outcomes are the desired results of the program – “What is achieved.” They help answer the question: “Has the program made a difference?”
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.
- **Activities:** Events undertaken by the program to produce desired outcomes – “What was done?”

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.			
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.			
Strategies	Activities	Indicators	Project Outcomes	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies
Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2020-21) that identifies the strategies, activities, indicators, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2021-22) that identifies the strategies, activities, indicators, and outcomes to be employed and projected impact for the program/project under the continuing resolution; and
3. for the planned subsequent fiscal year (FY 2022-23) that identifies the strategies, activities, indicators and outcomes for the program/project and how impact will be determined. Please assume that the proposed increase or decrease requested in question 7 of this report are authorized.

The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as focusing on 1) Improving Teacher Quality, 2) Increasing School Readiness and Early Learning Success, 3) Supporting Struggling Students, 4) Emphasizing Learning in Content Areas, 5) Improving Connections across K-12 Education, Career and Post-Secondary, and 6) Measuring and Evaluation Progress of Student Performance.

Fiscal Year 2020-21				
Problem/Issue	1) Improving Teacher Quality 2) Increasing School Readiness and Early Learning Success 3) Supporting Struggling Students 4) Emphasizing Learning in Content Areas 5) Improving Connections across K-12 Education, Career and Post-Secondary 6) Measuring and Evaluation Progress of Student Performance			
Goal				
Strategies (What intentional actions were to reach the goal and implement the program?)	Activities (What did the project or program do to make progress toward goal and/or address the problem?)	Indicators (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)

**Request for EIA Program Funding for Fiscal Year 2022-23 and Program Report for Fiscal Year 2020-21
EIA Programs Administered by SC Department of Education and Other Partnerships/Programs/Agencies**

Fiscal Year 2021-22				
Problem/Issue	1) Improving Teacher Quality 2) Increasing School Readiness and Early Learning Success 3) Supporting Struggling Students 4) Emphasizing Learning in Content Areas 5) Improving Connections across K-12 Education, Career and Post-Secondary 6) Measuring and Evaluation Progress of Student Performance			
Goal				
Strategies (What intentional actions are needed to reach the goal and implement the program?)	Activities (What does the project or program do to make progress toward goal and/or address the problem?)	Indicators (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Fiscal Year 2022-23				
Problem/Issue	1) Improving Teacher Quality 2) Increasing School Readiness and Early Learning Success 3) Supporting Struggling Students 4) Emphasizing Learning in Content Areas 5) Improving Connections across K-12 Education, Career and Post-Secondary 6) Measuring and Evaluation Progress of Student Performance			
Goal				
Strategies (What intentional actions are needed to reach the goal and implement the program?)	Activities (What does the project or program do to make progress toward goal and/or address the problem?)	Indicators (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)

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External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2020-21 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2021-22 or in the next fiscal year, 2022-23. **A bulleted format is encouraged.**

Fiscal Year 2020-21:

Fiscal Year 2021-22:

Fiscal Year 2022-23:

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new or if funds are being requested for a new program, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants’

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Program Planning and Fiscal Information

4. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ **Yes** _____ **No**

If "Yes," please describe recommendations below:

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5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.

Funding Sources	FY 2020-21 Actual	FY 2021-22 Estimated
Carry Forward from Prior Year (2019-20)		
State Funds:		
EIA		
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		

Expenditures	FY 2020-21 Actual	FY 2021-22 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining (2021-22)		
TOTAL:		
# FTES:		

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6. Future EIA Funding Requests – Please assume that the current fiscal year’s appropriation is the same funding level as in Fiscal Year 2020-21.

A. The total amount of EIA funds requested for this program for fiscal year 2022-23 will be (check only one):

- _____ No increase requested.
 _____ An increase over the current fiscal year’s appropriation.
 _____ A decrease over the current fiscal year’s appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2021-22	\$
Amount of increase requested in EIA funding for FY 2022-23	\$
Amount of decrease requested in EIA funding for FY 2022-23	\$
Total amount of EIA funding requested for FY 2022-23	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2022-23?

7. Revenue Reductions

Given the potential impact of COVID-19 on state revenues, please describe below how each potential EIA budget reduction would impact the program/project.

3% Reduction in EIA funding equates to \$_____ and would impact the program accordingly:

5% Reduction in EIA funding equates to \$_____ and would impact the program accordingly:

7% Reduction in EIA funding equates to \$_____ and would impact the program accordingly:

10% Reduction in EIA funding equates to \$_____ and would impact the program accordingly:

8. Proviso Requests - To be consistent with the budget plans submitted to the Executive Budget Office, please submit any EIA-related proviso revision requests using the appropriate Proviso Revision Request that can be downloaded at <https://www.admin.sc.gov/budget>.