SC EDUCATION OVERSIGHT COMMITTEE
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AGENDA
EIA and Improvement Mechanisms Subcommittee Meeting

Monday, November 16, 2026
10:30 A.M.
Room 433, Blatt Building

I. Welcome and Introductions ..... April Allen

II. Approval of Minutes of November 9, 2026 ..... April Allen

III. Information: EIA Reports & 2027-28 Budget Requests

Presentations:

- SC Department of Education (1-36) ..... Dr. Abbey Duggins
  Deputy Superintendent (10:45-11:25)

- Center for Educator Recruitment, Retention & Advancement (CERRA) (71-73) ..... Dr. Michelle Sweatman
  Director, Budget & Administration (11:30-11:45)

- SC Tech-to-Teach Scholars Program (89) ..... Naomi Lett
  CEO
  SC Technical College System Foundation (11:50-12:05)

- Science PLUS (Roper Mountain Science Center) (45) ..... Robin Walsh
  Coordinator (12:10-12:25)

- S^{2}TEM Centers SC (46) ..... Katherine Mulholland
  Executive Director (12:30-12:45)

Lunch 12:50-1:30

- Palmetto Excel Center (32) ..... Troy Barnes
  Director (1:30-1:45)

IV. EOC Staff Recommendations ..... Dr. Rainey Knight,
Director, Strategic Innovation

V. EIA Considerations & Recommendations ..... EIA Subcommittee

VI. Adjournment

EIA & Improvement Mechanisms Subcommittee Members:

April Allen, Chair
Melanie Barton
Russell Baxley
Rep. Neal Collins
Dr. Brian Newsome

April Allen
CHAIR
Brian Newsome
VICE CHAIR
Tammy Achziger
Terry Alexander
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Sidney Locke
Melissa Pender
Patty J. Tate
C. Ross Turner, III
Ellen Weaver

Dana Yow
EXECUTIVE DIRECTOR

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

EIA & Improvement Mechanisms Subcommittee

Minutes of the Meeting

November 9, 2026

Members Present (in-person or remote): April Allen, Dr. Brian Newsome, Rep. Neal Collins, and Melanie Barton

EOC Staff Present: Tenell Felder, Gabrielle Fulton, Kim Humphrey, Dr. Rainey Knight, Dr. Jenny May, and Dana Yow

April Allen, EIA Subcommittee Chair, opened the meeting by welcoming presenters, audience members, and subcommittee members to the first EIA program review meeting of the year. The Subcommittee began its review and recommendation process for the 2027–28 EIA budget, as required by Section 59-6-10 of the Education Accountability Act.

Each EIA-funded program submitted program and budget reports outlining objectives and outcomes for FY 2025–26 and implementation projections for FY 2026–27, and entities requesting new EIA funding for FY 2027–28 submitted detailed requests. Members received the meeting agenda, the minutes of the September 21, 2026, meeting, the EIA timeline, an updated summary of EIA programs submitted for 2027–28 funding, the updated EIA base appropriation and surplus funding, the final 2026–27 EIA budget as approved in the Appropriations Act, and a summary of EIA teacher recruitment and retention programs based on return on investment.

Chair Allen introduced Kim Humphrey, the newest member of the EOC staff, who joins the agency from the South Carolina Department of Education as Director of Research and Evaluation.

Chair Allen then asked for a motion to approve the EIA Subcommittee minutes from the September 21, 2026, meeting. Dr. Brian Newsome motioned to approve the minutes, which was seconded by Melanie Barton. The motion carried, and the minutes were approved.

Dr. Rainey Knight, Director of Strategic Innovation, reviewed the meeting materials, noting that the program numbers on the agenda correspond to the numbered program summaries in members' packets. She reported that new EIA funding requests total $41.5 million. Current projections show a $48 million increase in recurring EIA revenue and an $18 million surplus; these figures will be updated on November 19. Knight noted that updated revenue figures would be

available to members before the November 30 meeting, which members may attend in person or virtually, and that the full EOC will meet on December 14.

Program presenters then shared updates on their organizations' efforts and funding requests.

CarolinaCAP, CarolinaCAP Residency, and CarolinaTIP

Dr. Lakeytria "Tria" Grant, Director of CarolinaCAP, University of South Carolina College of Education, explained that the CarolinaCAP candidacy is a three-year pathway from provisional to professional certification, while the one-year residency is a paid, supervised co-teaching experience that serves as an entry point into candidacy. In 2025–26, CarolinaCAP placed 265 educators in 177 schools across 41 partner districts, serving an estimated 8,525 students; 261 candidates are enrolled this year. Seventy-seven percent of new candidates previously worked in non-certified district roles, reflecting a grow-your-own approach, and the number of special education candidates has grown from 11 in 2022–23 to 72 in 2025–26. Candidates achieved a 93 percent Praxis II subject-area pass rate, 97 percent reported that coursework helped them support students, and 113 educators have earned professional certification since the program began. All new district-selected coaches completed onboarding, and 90 percent engaged in ongoing support. In the 2025–26 residency, 19 residents began, 17 completed, and 14 transitioned to candidacy; across three cohorts, 54 residents started, 46 completed, and 36 transitioned to candidacy. Nine residents from the first cohort are on track to complete candidacy and earn professional certification this year. Grant also highlighted CarolinaCAP's participation in the SCRISE residency partnership with Clemson University, Columbia College, and Winthrop University through a five-year federal EIR grant, and its selection, with Lee County School District, as a Top Five Finalist for the National Rural Education Association's Rural Innovation Showcase.

Melanie Barton asked how many participants started the program relative to the 113 who earned professional certification. Grant stated she would provide the total. Barton requested that the data be broken down by cohort, including whether completers are still teaching in South Carolina, where they are teaching and whether those are hard-to-staff areas, the funds spent on each cohort, and the reasons participants did not complete the program. She noted that the General Assembly will focus on return on investment and estimated the cost may be $80,000 to $100,000 per teacher. Grant responded that passing Praxis was an early barrier the program has worked to address and that she would provide the information year by year.

Dr. Knight asked why the residency is placed at the beginning of the pathway rather than at the end, after candidates have gained classroom experience. Grant explained that CarolinaCAP

candidates serve as teachers of record in their own classrooms, so the residency gives participants a year alongside a qualified teacher of record before they lead their own classroom. Knight then reviewed residency cohort data: in 2023–24, 18 residents started, 14 completed, and 11 transitioned to candidacy; in 2024–25, 17 started, 15 completed, and 11 transitioned; and in 2025–26, 19 started, 17 completed, and 14 transitioned. She noted that roughly $1 million was spent on the first cohort, of which nine are on track to certify, or approximately $111,000 per participant for the residency year alone, not including CarolinaCAP candidacy costs. With approximately $3 million invested and 54 residents starting, Knight stated that the program appears expensive. Grant agreed that a cohort-level breakdown would clarify the data. Chair Allen added that it would be helpful to know where successful completers are teaching, whether they remain there, and whether they stay in the classroom longer than is typical for their district or region. Grant stated that this information could be gathered and suggested it be included in next year's report.

Nicole Skeen, Director of CarolinaTIP, University of South Carolina, described CarolinaTIP as a supplemental induction, development, and retention model for novice teachers, now in its tenth year. Legislative funding of $750,000 annually, first received in FY 2025, allowed the program to expand from the Midlands into the Pee Dee region, where six of the ten districts with the highest teacher attrition are located; reduced district costs and added Midlands districts in FY 2026; and is sustaining those gains in FY 2027, when the first Pee Dee cohort will complete the program. In 2025–26, 96.2 percent of participating teachers remained in the profession, the third consecutive year above 95 percent. Partner districts grew from 8 to 18, serving 174 schools, and teachers served grew 69 percent, from 206 to 349, reaching more than 28,000 students. Participating teachers report gains in self-efficacy, stress coping, and occupational commitment, and value the program's confidential, non-evaluative coaching. Skeen compared the program's cost of approximately $3,000 per teacher per year with an estimated $22,000 cost to replace a teacher, noting that 35 avoided departures offset the annual $750,000 investment. Program evaluation data show the model is transferable and slightly more effective in the Pee Dee region, and Skeen stated that CarolinaTIP is ready to expand statewide.

Barton asked how retention is defined. Skeen explained that CarolinaTIP measures professional retention in South Carolina. Barton cautioned that teachers moving between districts still create recruitment costs for districts and requested district-level retention data, which Skeen agreed to provide.

Dr. Knight asked whether CarolinaTIP still serves only USC graduates. Skeen explained that the program began with USC alumni but expanded within two years at districts' request; eligible USC alumni hired in partner districts are served at no cost to the district through the Carolina TIP Alumni Promise. In response to Knight's question about district costs, Skeen stated that the three-year program originally cost districts $5,000, $4,000, and $3,000 per teacher in years one through three, and with legislative support now costs $3,000 per teacher per year. Pee Dee districts pay $1,000 per teacher per year, with legislative funds covering the remaining $2,000.

Knight asked whether CarolinaTIP is used to meet state induction requirements. Skeen responded that districts remain responsible for Induction I and state-mandated requirements, but CarolinaTIP has been identified as a differentiated support option districts may use for Induction II teachers. Knight also asked whether CarolinaTIP shares its assessments of teachers with districts. Skeen confirmed that, by design, CarolinaTIP provides a confidential space outside the evaluation process. Districts may share concerns about a teacher with CarolinaTIP to inform coaching, but CarolinaTIP does not share confidential teacher information with districts. Knight expressed appreciation that the program now serves non-USC graduates, and Skeen noted that CarolinaTIP currently serves teachers from 36 institutions of higher education and approximately seven alternative certification pathways.

Dana Yow asked whether either program was requesting additional EIA funds. Grant and Skeen both stated that no additional funds were requested. Skeen added that CarolinaTIP will likely seek additional funding next year to expand into the Lowcountry or the Savannah River corridor, pending attrition data.

SC First Steps

Ann Vandervliet, Executive Director, SC First Steps, presented the agency's five-year goal that at least 75 percent of South Carolina children enter kindergarten demonstrating readiness by 2030, supported by three strategies: strengthening the First Steps 4K model, increasing access to evidence-based, high-intensity programs through local partnerships, and strengthening collaboration through the Early Childhood Advisory Council. Statewide readiness on the Kindergarten Readiness Assessment (KRA) is 38 percent, below goal. Within the 4K model, which serves approximately 4,200 children, chronic absenteeism was reduced from 57 percent to 32 percent; 80 CLASS observations were completed against a goal of 75; and slot utilization increased from 58 percent toward a 65 percent goal, reaching 61.7 percent. The reach of evidence-based, high-intensity programs increased 5.3 percent, exceeding the 4 percent goal;

enrollment in publicly funded preschool increased from 46 to 51 percent of the eligible population; and families served by home visiting grew to 5,940, exceeding the 5 percent growth goal. Vandervliet highlighted a partnership with the Department of Social Services that uses federal family preservation funding to reimburse Parents as Teachers services.

Regarding new 2026–27 funding, Vandervliet reported that Innovation Investments increased from $2.5 million to $5 million in non-recurring funds; the agency has gone from zero to 26 multi-county partnerships in two years, and the resulting administrative savings support a 14 percent increase in families served by evidence-based parent education programs. More than $9.8 million was awarded to expand First Steps 4K eligibility from 185 to 300 percent of the federal poverty level, making approximately 14,000 additional families eligible; to address the 25 percent teacher turnover rate through retention bonuses paid in December and May; and to launch a continuous quality improvement (CLASS) pilot with the Department of Education in January. Enrollment under the expanded eligibility has been slow, and an awareness campaign is planned for January. The agency created a Chief of Early Learning position, transitioned to CLASS-based quality improvement plans, and now expects four hours of monthly in-class coaching in high-need classrooms. In September and October 2026, external evaluators completed 344 CLASS observations, with average statewide scores of 5.756 in Emotional Support, 5.231 in Classroom Organization, and 2.786 in Instructional Support on a 7-point scale; training will therefore emphasize curriculum use and instructional support. First Steps also created a Director of 4K Professional Development position and moved to regional, in-person, year-round training capped at 35 participants. Because the share of children achieving demonstrated readiness ranges from 4.9 to 60 percent across 4K sites, coaching will be tiered and site eligibility requirements are under review for 2027–28. An analysis of approximately 123,000 students found that about 74 percent of children demonstrating readiness on the KRA meet or exceed third-grade reading and math benchmarks, while about 80 percent at the lowest readiness level do not.

Barton commended First Steps for focusing on instructional quality and the use of the CLASS instrument, noting that the General Assembly has funded slots and that quality must now be the focus. Vandervliet agreed, stating that publicly funded 4K is long enough and well enough funded to produce children who are reading- and math-ready by kindergarten.

Vandervliet also reported on the Dolly Parton Imagination Library, for which South Carolina is now a state partner covering 50 percent of local administrator costs, reducing the local cost from $31 to $15.50 per child annually. Enrollment grew from 59,113 children (21 percent of the eligible population) in July 2025 to 84,984 (30 percent) by June 2026, and the Department of Education

made a payment of $1,420,864 for the prior fiscal year. On July 1, 2026, an unexpended balance of $4,579,136 was transferred to First Steps as non-recurring funds, along with $1 million in recurring funds. The enrollment goal for this year is 42 percent of the eligible population (118,978 children), with an estimated year-two cost of $2.1 million, rising to approximately $2.56 million at 54 percent enrollment. Twelve counties currently lack a local administrator.

Dr. Knight asked whether local administrators are First Steps partnerships or school districts. Vandervliet explained that a county administrator can be any organization: approximately 15 to 16 First Steps local partnerships, the Palmetto Project in roughly 10 to 15 counties, and others such as a United Way and a hospital. Some counties dropped out as program costs increased, and administrators must still raise 50 percent of the match. Knight asked whether eligible children in public school 4K may also participate. Vandervliet confirmed they may, and that enrollment cards with QR codes linked to the Dollywood Foundation database are being distributed in a targeted way.

Barton asked whether county health departments could serve as administrators in counties without one and suggested that non-recurring funds could help high-need counties get started. Vandervliet agreed that criteria should be established for when surplus funds may be used, to remain fair to counties that raise their own match, and stated that First Steps would develop a recommendation. Knight asked whether the agency needs $6 million annually. Vandervliet responded that it does not this year, but because children may remain enrolled for up to five years, $6 million could be needed annually within about three years if enrollment goals are met. Knight noted that approximately $4.5 million was carried forward to the agency.

Chair Allen asked what share of 4K costs is funded by First Steps versus other partners. Vandervliet explained that First Steps 4K is entirely state-funded and available in all counties, although a handful of counties lack a participating provider. Allen asked whether the $686 cost-per-student figure in the summary represents the birth-to-five population. Vandervliet confirmed that it does and estimated the 4K cost at approximately $10,000 to $11,000 per child, noting that local partnership formula funding can be as low as about $250 per Medicaid-eligible child. Allen asked how the 25 percent teacher turnover rate compares with other providers. Vandervliet stated that comparable data are not available, that public school turnover rates likely apply to their 4K classrooms, and that Head Start anecdotally reports high turnover.

Knight noted that First Steps 4K lead teachers must have a high school diploma or be working toward an associate degree. Vandervliet emphasized the value of the public-private model, which

offers families wraparound care, and stated that she would support requiring salary disclosure as a condition of state funding. Knight mentioned the Teach to Tech program as a possible pathway for these teachers. Vandervliet responded that the agency is open to all options and that intensive training and support is its primary strategy for reducing turnover.

Rep. Neal Collins noted that his local district had unfilled CERDEP 4K seats that could not be offered until a later date in the fall, even as districts begin school earlier, and asked what could be done. Vandervliet stated that vacancies are rare because most districts have waiting lists, deferred on CERDEP eligibility rules, and encouraged families to check eligibility under the expanded income limits. Barton recommended amending the relevant proviso to move the date from October 1 to September 1, given earlier school start dates, and offered to show where the language is located. Collins asked about the KRA chart showing CERDEP at 36 percent against a 38 percent state average. Vandervliet explained that every preschool type except private 4K falls below the state average, and Dana Yow clarified that the KRA reports three tiers: demonstrating, approaching, and emerging readiness. Barton noted that kindergarten readiness rates track closely with college readiness rates. Vandervliet stated she believes the state can raise readiness from 38 to 75 percent, citing other states' gains.

Rep. Collins asked about the $1.4 million Imagination Library payment. Vandervliet confirmed it was the Department of Education's single 2025–26 payment covering the 50 percent local match subsidy. Collins stated that while his original vision was full state funding, he now supports a hybrid approach, since some counties may never be able to raise their share, and would like every child to receive an enrollment card at birth. Vandervliet noted that local administrators are needed to manage address changes for transient families and suggested at minimum ensuring that vulnerable children in Head Start, 4K, and WIC are enrolled. Knight asked whether home visiting programs could help enroll families. Vandervliet agreed, noting that home visiting serves about 9,700 families, and stated she would like that reach to grow from 9 percent to 30 percent of the Medicaid-eligible population. Vandervliet closed by highlighting the Early Childhood Integrated Data System as a state asset for measuring the impact of publicly funded programs.

SC Council on Economic Education

Chandler Jordan, Executive Director, SC Council on Economic Education, reported that in 2025–26 the Council served 911 unique teachers through 205 programs and events, with teacher engagements up 9 percent and 67 percent of teachers participating more than once. Participation in the Stock Market Game, offered at no cost to students in grades 4–12, grew 19 percent to 9,833

students. The Council hosted its first one-day economics teaching conference in Greenville with more than 50 attendees, is working with the College Board to bring AP Summer Institutes for the new AP Business and Personal Finance course to South Carolina, and launched a second-grade financial literacy program that provides classroom kits built around children's literature. Jordan thanked the Subcommittee for last year's EIA increase, which is supporting on-site visits to high-need districts this spring, contracts with retired educators beginning in January, and full-time hires in summer 2027. Janice Nellgrove, business and marketing instructor at the Lexington Two Innovation Center, and Dr. Charney Starks Ray, CTE work-based learning consultant at Heyward Career and Technology Center in Richland One, shared how the Council's programs and resources support their students.

Dr. Rainey Knight asked about student gains and losses in the Stock Market Game. Dr. Starks Ray explained that teams begin with $100,000 in virtual funds; results vary, with the lowest finishes around $60,000 to $70,000 and one team ending with $237,000. In response to further questions from Collins, she explained that students invest for the long term rather than day trading, may invest no more than $30,000 in a single stock to encourage diversification, and may also use mutual funds, although most choose individual stocks.

Barton asked how the Council will measure the impact of the second-grade book kits. Jordan explained that teachers who receive kits agree to teach at least one lesson, submit a feedback form, and participate in a follow-up Zoom call. Fifty kits will be distributed in January, and more than 80 teachers have already applied.

The Subcommittee recessed for lunch following the SC Council on Economic Education presentation.

Centers of Excellence

Dr. Lishu Yin, Senior Manager for Educator Quality, Retention and Recruitment, SC Commission on Higher Education, reported that the Centers of Excellence program has grown from five centers in 2020–21 to ten centers at nine institutions in FY 2025–26 with the same level of annual state funding. The centers focus on alternative certification, leadership development, mathematics education, retention, and the science of reading. In FY 2025–26, the centers reached 193 schools in 45 districts, serving more than 12,000 K–12 students, 873 teachers, and 353 pre-service teachers. Eighteen alternative certification graduates earned certification and accepted teaching positions in South Carolina, and nine others completed coursework and were hired as teachers

of record. The centers also conducted 162 workshops, delivered 18 conference presentations, and published three peer-reviewed articles.

Dr. Don Hawkins, Lander University, Director of the Science of Reading Center of Excellence, a collaboration with Presbyterian College, reported that 102 pre-service teachers this fall are completing four science of reading courses while tutoring K–5 students in 11 schools in Greenwood 50, with expansion into Abbeville, Greenwood 51, and Laurens 55. Students tutored have shown gains in vocabulary, with performance increasing from 16.7 percent to 80 percent in one focus area, and in reading comprehension. Two partner schools have become "Beating the Odds" schools. Seven pre-service teachers who took the new reading licensure test early all passed, and approximately 287 graduates of the program are now teaching.

Dr. Knight asked whether pre-service teachers are trained in LETRS. Dr. Hawkins responded that the center's science of reading approach is closely aligned with LETRS and draws on the research underlying it. Knight suggested that the center track tutored students' SC READY results, noting that MAP is not directly aligned with the state assessment. Dr. Hawkins stated that the center currently reviews MAP results each semester and Open Court pre- and post-assessments and would speak with district administrators about accessing SC READY scores.

Dr. Hans Klar, Professor of Educational Leadership and Co-Director of the Clemson University LEADERS (Leading Educational Administrator Development for Excellent Rural Schools) Center of Excellence, explained that the center pairs experienced school and district leaders, trained through a 20-hour coaching boot camp, with less experienced leaders to apply improvement science to local problems of practice. To date, the center has held 25 leadership coaching community days and 238 site-based coaching sessions. Since 2022, 71 participants have directly or indirectly impacted 1,683 teachers and approximately 31,000 students across 12 districts, eight of them rural. Participant projects have improved teacher retention, including retaining all special education teachers at one school who had planned to leave. Michelle McConaughey, district math instructional coach for Greenwood School District 52, described how her improvement cycle, which included weekly collaborative planning, targeted teacher coaching, and benchmark assessments, raised Algebra 1 end-of-course passing rates from 33.8 percent to 70.3 percent, a level maintained the following year at 70.9 percent.

Dr. Yin reported that for 2027, the Commission received 12 proposals to fund three new mathematics education centers using the concrete-pictorial-abstract approach and an AI-Enhanced Educator Preparation Center to strengthen clinical experiences through AI-supported

feedback and coaching. CHE has also launched a science of reading initiative for educator preparation faculty, including a statewide faculty seminar held October 23 with 25 faculty from 14 institutions and a second seminar in January 2027. By using carry-forward funds, CHE expects to expand to 12 centers in 2027 while maintaining the same level of annual state funding.

Dr. Knight requested the names of the schools and districts participating in the Clemson LEADERS program, and Dr. Yin agreed to provide them. Knight asked for confirmation that after 2026–27 there will be no centers focused on recruitment or retention. Yin confirmed that this is the case at present, explaining that the Columbia College Alternative Certification Center is entering its ninth year of funding, well beyond the standard three-year grant term, after an extension approved by the CHE board during which the model was replicated at Coker University. CHE will review 2026–27 outcomes and may recommend continued funding to the CHE board if Columbia College remains interested. Knight brought to the Subcommittee's attention that, unless Columbia College continues, the Centers of Excellence will no longer include recruitment and retention programs, and that this is likely Coker's final year. Yin noted that Columbia College graduated 18 certified students last year, all of whom were hired by districts. Knight also asked whether the new mathematics centers will use Singapore Math. Yin explained that the requested methodology is the concrete-pictorial-abstract approach on which Singapore Math is based, but the RFP does not require Singapore Math materials, since the current math centers train pre-service teachers and K–12 partner schools may not use those materials.

Teach For America South Carolina

Rep. Courtney Waters, Executive Director, Teach For America South Carolina, reported that in its fifteen years in the state, the organization has placed more than 750 teachers, trained more than 450 additional teachers through its New Teacher Academy, served more than 600 students through its Ignite high-dosage tutoring program since 2022, and reached an estimated 70,000 students. Teachers currently serve in Berkeley, Colleton, Darlington, Orangeburg, and Richland counties. Nearly 70 percent teach in rural schools and nearly 100 percent in high-poverty schools. In 2025, Teach For America had 45 core members, developed 176 teachers through the New Teacher Academy, reached 228 students through Ignite, and served about 10,000 students. All principals surveyed reported that students of TFA teachers met or exceeded their expectations for learning outcomes, 95 percent would hire a TFA core member if they had a vacancy, and 76 percent of core members grew in their CLASS focus area. Approximately 22 leaders have completed the Rural School Leadership Academy at no cost to districts. Waters projected 30 first-day-of-school core members next year, with a long-term goal of 60 to 75, supported by stronger

in-state university recruitment and increased investment in the national recruitment team. She noted that New Teacher Academy participation declined because districts have limited funds, and that Teach For America is offering New Teacher Academy and Ignite services at no additional charge to partner districts using its state grant. Teach For America is in conversations with additional districts, including Williamsburg, Marlboro, and the SC Public Charter School District, and has increased its focus on teacher efficacy and resilience. Waters requested continued funding at the current allocation.

Dr. Knight asked Waters to confirm the participant figures on the projected funding slide, including that 97 reflects current participants and that the projected Teach For America core member total includes 22 first-year teachers. Waters confirmed the figures.

Dr. Knight reminded members that the Subcommittee will meet again on Monday, November 16, and that time will be reserved at the end of that meeting to review and consider draft recommendations. She noted that she will revise the requested amounts on the EIA summary sheet, as some programs are not submitting requests, and will add approximately $1 million for teacher step increases in other schools.

After this update, the meeting was adjourned.