EIA Budget Reports for

2019-20

&

Budget Requests for

2021-22

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

FISCAL YEAR 2021-22		
RENUMBERED PROVISO LIST		
FY 2019-20 / FY 2020-21 ACT	**FY 2021-22 BASE**	*Note: Specific provisos were deleted or added to the renumbered proviso base due to passage of H.3411 the Continuing Resolution for FY 2020-21*
SECTION 1	**SECTION 1**	**DEPARTMENT OF EDUCATION (H630)**
1.1	**1.1**	Appropriation Transfer Prohibition
1.2	**1.2**	DHEC - Comprehensive Health Assessment
1.3	**1.3**	State Aid to Classrooms
1.4	**1.4**	EFA - Formula
1.5	**1.5**	Employer Contributions/Allocations
1.6	**1.6**	Employer Contributions/Obligations
1.7	**1.7**	Governor's School for Science & Math
1.8	**1.8**	Educational Responsibility/Foster Care
1.9	**1.9**	Instruction in Juvenile Detention Centers
1.10	**1.10**	Revenue Authorization
1.11	**1.11**	School District Bank Accounts
1.12	**1.12**	Travel/Outside of Continental U.S.
1.13	**1.13**	Year End Closeout
1.14	**1.14**	Transportation Collaboration
1.15	**1.15**	School Bus Insurance
1.16	**1.16**	Teacher Data Collection
1.17	**1.17**	School Bus Driver CDL
1.18	**1.18**	School Bus Purchase
1.19	**1.19**	Buses, Parts and/or Fuel
1.20	**1.20**	Mitford Transportation Costs
1.21	**1.21**	Status Offenders/John de la Howe
1.22	**1.22**	Governor's School Leave Policy
1.23	**1.23**	School Board Meetings
1.24	**1.24**	Proviso Allocations
1.25	**1.25**	School Districts and Special Schools Flexibility
1.26	**1.26**	Medical Examination and Security Reimbursement/Expenditures
1.27	**1.27**	Budget Reduction
1.28	**1.28**	Governor's School for the Arts & Humanities Carry Forward
1.29	**1.29**	Governor's Schools' Fees
1.30	**1.30**	School District Furlough
1.31	**1.31**	School Lunch/Attendance Supervisors
1.32	**1.32**	SCGSAH Certified Teacher Designation
1.33	**1.33**	No Discrimination Requirement
1.34	**1.34**	Medicaid Cash Match Accounting
1.35	**1.35**	Student Report Card-GPA
1.36	**1.36**	Lost & Damaged Instructional Materials Fees
1.37	**1.37**	Education Finance Act Reserve Fund
1.38	**1.38**	Prohibit Advertising on School Buses
1.39	**1.39**	Residential Treatment Facilities Student Enrollment and Funding
1.40	**1.40**	Special Schools Flexibility
1.41	**1.41**	High School Driver Education
1.42	**1.42**	Carry Forward Authorization
1.43	**1.43**	Administrative Costs Report Posting
1.44	**1.44**	Governor's Schools Residency Requirement

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1.45	**1.45**	Holocaust Funds
1.46	**1.46**	Student Health and Fitness
1.47	**1.47**	Impute Index Value
1.48	**1.48**	EFA State Share
1.49	**1.49**	Health Education
1.50	**1.50**	Bus Lease/Purchase
1.52	**1.51**	School Enrollment Policy
1.53	**1.52**	District Funding Flexibility
1.54	**1.53**	Transportation Maintenance Facilities
1.55	**1.54**	School District Activity Bus Advertisements
1.56	**1.55**	School District Property
1.57	**1.56**	Full-Day 4K
1.58	**1.57**	Summer Reading Camps
1.59	**1.58**	Interscholastic Athletic Association Dues
1.60	**1.59**	Governor's Schools Informational Access to Students
1.61	**1.60**	Reading/Literacy Coaches
1.62	**1.61**	Sports Participation
1.63	**1.62**	Graduation Rates
1.64	**1.63**	South Carolina Community Block Grants for Education Pilot Program
1.65	**1.64**	Proceeds from Sale of Bus Shop and Boat
1.66	**1.65**	First Steps 4K Technology
1.67	**1.66**	Teacher Certification Exemption
1.68	**1.67**	Digital Instructional Materials
1.69	**1.68**	CDEPP Unexpended Funds
1.70	**1.69**	Technology Technical Assistance
1.71	**1.70**	Technology Technical Assistance
1.72	**1.71**	Assistance Funding
1.73	**1.72**	Reporting and Procurement
1.75	**1.73**	Military Child Care Centers
1.76	**1.74**	First Steps 4K Underserved Communities
1.77	**1.75**	School Leadership
1.78	**1.76**	School Bus Drivers
1.79	**1.77**	Special Education Minutes Requirement
1.80	**1.78**	Retired Educators Employment
1.81	**1.79**	Education Rate Program
1.82	**1.80**	Safe Schools Initiative
1.83	**1.81**	Alternative Certification Programs
1.84	**1.82**	Student Meals
1.85	**1.83**	Consolidate Adminstrative Functions
1.86	**1.84**	School Safety Program
1.87	**1.85**	Exceptional Needs Sports Participation
1.88	**1.86**	School Districts Capital Improvements
1.89	**1.87**	Teacher Salaries/SE Average
1.90	**1.88**	School District Hold Harmless
1.92	**1.89**	Educational Services for Children with Disabilities

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1.93	**1.90**	Reserve Suspension
1.94	**1.91**	Standard-Based Assessments Suspended
1.95	**1.92**	Schools of Choice
1.96	**1.93**	Master's Plus Thirty
1.100	**1.94**	COVID-19 Emergency Powers
SECTION 1A	**SECTION 1A**	**DEPARTMENT OF EDUCATION - EIA (H630)**
1A.1	**1A.1**	Prohibition on Appropriation Transfers
1A.2	**1A.2**	African-American History
1A.3	**1A.3**	Teacher Evaluations, Implementation/Education Oversight
1A.4	**1A.4**	Teacher Salaries/State Agencies
1A.5	**1A.5**	Work-Based Learning
1A.6	**1A.6**	CHE/Teacher Recruitment
1A.7	**1A.7**	Disbursements/Other Entities
1A.8	**1A.8**	Arts in Education
1A.9	**1A.9**	Teacher Supplies
1A.10	**1A.10**	Teacher of the Year Awards
1A.11	**1A.11**	EOC
1A.12	**1A.12**	Technical Assistance
1A.13	**1A.13**	Proviso Allocations
1A.14	**1A.14**	School Districts and Special Schools Flexibility
1A.15	**1A.15**	Teacher Salary Supplement
1A.16	**1A.16**	Dropout Prevention and High Schools That Work Programs
1A.17	**1A.17**	Assessment
1A.18	**1A.18**	Report Card Information
1A.19	**1A.19**	Core Curriculum Materials
1A.20	**1A.20**	Certified Staff Technology Proficiency
1A.21	**1A.21**	Accountability Program Implementation
1A.22	**1A.22**	4K Targeting
1A.23	**1A.23**	Reading
1A.24	**1A.24**	Students at Risk of School Failure
1A.25	**1A.25**	Professional Development
1A.26	**1A.26**	Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams
1A.27	**1A.27**	Adult Education
1A.28	**1A.28**	Clemson Agriculture Education Teachers
1A.29	**1A.29**	Full-Day 4K
1A.30	**1A.30**	Aid to Districts
1A.31	**1A.31**	Centers of Excellence
1A.32	**1A.32**	IDEA Maintenance of Effort
1A.33	**1A.33**	Career Cluster Industry Partnerships
1A.34	**1A.34**	Partnerships/Other Agencies & Entities
1A.35	**1A.35**	ETV Teacher Training/Support
1A.36	**1A.36**	Teacher Salaries/SE Average
1A.37	**1A.37**	PowerSchool Dropout Recovery Data

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1A.38	**1A.38**	Assisting, Developing, and Evaluating Professional Teaching--ADEPT
1A.39	**1A.39**	Educational Partnerships
1A.40	**1A.40**	STEM Centers SC
1A.41	**1A.41**	EOC Partnerships for Innovation
1A.42	**1A.42**	Aid to Districts Draw Down
1A.43	**1A.43**	Education and Economic Development Act Carry Forward
1A.44	**1A.44**	EEDA Regional Education Centers
1A.45	**1A.45**	Teach for America SC
1A.46	**1A.46**	EOC-South Carolina Autism Society
1A.47	**1A.47**	CHE/CERRA
1A.49	**1A.48**	Public Charter Pupil Counts
1A.50	**1A.49**	South Carolina Public Charter School Funding
1A.53	**1A.50**	CDEPP Student Information and Reporting
1A.54	**1A.51**	Rural Teacher Recruiting Incentive
1A.55	**1A.52**	Project Read
1A.56	**1A.53**	Reading/Literacy Coaches
1A.57	**1A.54**	Digital Instructional Materials
1A.58	**1A.55**	4K Early Literacy Competencies Assessments
1A.59	**1A.56**	CDEPP Unexpended Funds
1A.60	**1A.57**	Industry Certifications/Credentials
1A.61	**1A.58**	Career and Technology Education
1A.63	**1A.59**	Family Connection South Carolina
1A.64	**1A.60**	Low Achieving Schools
1A.67	**1A.61**	Assistance Funding
1A.68	**1A.62**	National Board Certification Incentive
1A.69	**1A.63**	Value-Added Accountability
1A.71	**1A.64**	Educator Preparation Provider
1A.76	**1A.65**	Alternative Commitment to Truancy
1A.79	**1A.66**	McCormick County Schools
1A.81	**1A.67**	Grants Committee
1A.82	**1A.68**	Teacher Loan Program
1A.83	**1A.69**	Digital Learning Plan
1A.84	**1A.70**	School Safety Program
1A.85	**1A.71**	Teacher Recruitment Program
1A.86	**1A.72**	Bridge Program

1   **PART IB**
2
3   **OPERATION OF STATE GOVERNMENT**
4
5   **SECTION 1 - H630 - DEPARTMENT OF EDUCATION**
6
7   **1.1.** (SDE: Appropriation Transfer Prohibition) The amounts appropriated herein for aid to subdivisions, allocations to school
8   districts, or special line items shall not be transferred and must be expended in accordance with the intent of the appropriation, except
9   that the department may transfer funds that are deducted and retained from a school district's transportation allocation to reimburse
10   the department for the cost of unauthorized mileage. This transfer must be agreed upon by both the school district and the department.
11   Those funds may be transferred into the department's school bus transportation operating account.
12   **1.2.** (SDE: DHEC - Comprehensive Health Assessment) All school districts shall participate, to the fullest extent possible, in the
13   Medicaid program by seeking appropriate reimbursement for services and administration of health and social services.
14   Reimbursements to the school districts shall not be used to supplant funds currently being spent on health and social services.
15   **1.3.** (SDE: State Aid to Classrooms) To the extent possible within available funds, it is the intent of the General Assembly to
16   provide for one hundred percent of full implementation of the Education Finance Act via an allocation from the State Aid to
17   Classrooms appropriation. The funds appropriated for State Aid to Classrooms shall be allocated as follows: 65.59 percent must be
18   allocated based on the Education Finance Act formula and the differentiated student weightings in this Act; 28.72 percent must be
19   allocated based on the manner of distribution of EFA employer contributions in the prior fiscal year; and 5.68 percent must be
20   allocated to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of $35,000. The
21   department is authorized to adjust the percentage allocation related to EFA employer contributions to accommodate for the
22   disbursement of the state retirement funds and any other related employee allocation sent to districts. For the current fiscal year, the
23   total pupil count is projected to be 720,316. These funds represent an average per pupil of $3,889 in State Aid to Classrooms. The
24   average per pupil funding is projected to be $6,556 state, $1,315 federal, and 6,406 local. This is an average total funding level of
25   $14,227 excluding revenues of local bond issues. It is the intent of the General Assembly that the consolidation of the Education
26   Finance Act and Education Finance Act - Employer Contributions appropriations, and the subsequent allocation of the State Aid to
27   Classrooms appropriation back to these categories, should not significantly alter the application of funding formulas or maintenance
28   of effort requirements referencing the Education Finance Act and Education Finance Act - Employer Contributions.
29   The funds allocated from State Aid to Classrooms for implementing the revised State Minimum Teacher Salary Schedule shall be
30   distributed to school districts using the EIA Teacher Salary Supplement methodology. The resulting estimated teacher salary
31   schedule is as follows:

		CLASS 8 DR DEGREE	CLASS 7 MASTERS DEGREE +30 HRS	CLASS 1 MASTERS DEGREE	CLASS 2 BACHELORS DEGREE +18 HRS	CLASS 3 BACHELORS DEGREE
1						
2						
3	YRS					
4	EXP					
5	0	47,076	43,576	40,076	36,576	35,000
6		8.6%	9.8%	9.4%	9.3%	9.4%
7	1	47,593	43,813	40,377	36,838	35,119
8		9.8%	10.4%	10.2%	10.1%	9.7%
9	2	47,924	43,888	40,525	36,994	35,313
10		10.6%	10.6%	10.6%	10.6%	10.4%
11	3	48,236	43,957	40,664	37,107	35,462
12		8.3%	8.3%	8.3%	8.3%	8.3%
13	4	48,578	44,058	40,831	37,280	35,667
14		6.1%	6.1%	6.1%	6.1%	6.1%
15	5	48,870	44,125	40,961	37,388	35,806
16		4.0%	4.0%	4.0%	4.0%	4.0%
17	6	50,134	45,074	41,911	38,273	36,691
18		4.0%	4.0%	4.0%	4.0%	4.0%
19	7	51,400	46,022	42,859	39,127	37,546
20		4.0%	4.0%	4.0%	4.0%	4.0%
21	8	52,665	46,972	43,808	40,012	38,431
22		4.0%	4.0%	4.0%	4.0%	4.0%
23	9	53,930	47,921	44,757	40,867	39,285
24		4.0%	4.0%	4.0%	4.0%	4.0%
25	10	55,196	48,870	45,707	41,753	40,171
26		4.0%	4.0%	4.0%	4.0%	4.0%
27	11	56,461	49,818	46,655	42,607	41,025
28		4.0%	4.0%	4.0%	4.0%	4.0%
29	12	57,726	50,768	47,604	43,492	41,911
30		4.0%	4.0%	4.0%	4.0%	4.0%
31	13	58,991	51,716	48,553	44,346	42,765
32		4.0%	4.0%	4.0%	4.0%	4.0%
33	14	60,257	52,665	49,502	45,233	43,650
34		4.0%	4.0%	4.0%	4.0%	4.0%

1	15	61,522	53,614	50,450	46,087	44,504
2		4.0%	4.0%	4.0%	4.0%	4.0%
3	16	62,787	54,564	51,400	46,972	45,391
4		4.0%	4.0%	4.0%	4.0%	4.0%
5	17	64,053	55,511	52,348	47,825	46,245
6		4.0%	4.0%	4.0%	4.0%	4.0%
7	18	64,693	56,066	52,873	48,305	46,706
8		4.0%	4.0%	4.0%	4.0%	4.0%
9	19	65,339	56,628	53,401	48,786	47,173
10		4.0%	4.0%	4.0%	4.0%	4.0%
11	20	65,993	57,195	53,934	49,275	47,646
12		4.0%	4.0%	4.0%	4.0%	4.0%
13	21	66,654	57,766	54,474	49,767	48,122
14		4.0%	4.0%	4.0%	4.0%	4.0%
15	22	67,320	58,343	55,019	50,264	48,603
16		4.0%	4.0%	4.0%	4.0%	4.0%
17	23	67,993	58,926	55,569	50,768	49,089
18		4.0%	4.0%	4.0%	4.0%	4.0%

19   As further used in this act, references to the Education Finance Act or EFA funds shall be interpreted to mean the 65.59 percent
20 of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.72
21 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions.

22   For the purpose of maintaining consistency when calculating maintenance of effort, references to the base student cost shall be
23 interpreted as the base student cost resulting from the 65.59 percent of funds appropriated for State Aid to Classrooms and allocated
24 for the Education Finance Act and, where appropriate, the 28.72 percent of State Aid to Classrooms allocated for Education Finance
25 Act Employer Contributions, and other any other items normally included in the base student cost calculation.

26   For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a
27 public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the
28 current year's base student cost, as funded by the General Assembly multiplied by the weighted pupils enrolled in the charter school,
29 which must be subject to adjustment for student attendance.

30   The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections,
31 including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also,
32 as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office,
33 shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state,
34 federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported
35 annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a

1 prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the
2 projected numbers and the exact numbers.
3   For the current fiscal year, the pupil classification weightings are as follows:
4   (1) K-12 pupils or base students including homebound students1.00
5   Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section
6 44-7-130 of the 1976 Code shall receive a weighting of 2.10.
7   (2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs
8   (3) Precareer and Career Technology   1.29
9   (4) Additional weights for personalized instruction:
10   (A) Gifted and Talented   0.15
11   (B) Academic Assistance   0.15
12   (C) Limited English Proficiency   0.20
13   (D) Pupils in Poverty   0.20
14   (E) Dual Credit Enrollment   0.15
15   No local match is required for the additional weightings for personalized instruction in the current school year. Charter school per
16 pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code.
17 Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted
18 once. These weights are defined below:
19   Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.
20   Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled
21 in Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall
22 set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.
23   Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or
24 both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The
25 additional weight generates funds needed to provide additional instructional services to these students.
26   Students with limited English proficiency are students who require intensive English language instruction programs and whose
27 families require specialized parental involvement intervention.
28   Funds received by a school district pursuant to the dual credit weighting must be used to defray all possible costs of dual credit
29 courses for students. Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will
30 lead to both high school credit and post-secondary credit. Districts must utilize these funds to offset the cost of tuition, fees,
31 instructors, and instructional materials for qualifying courses with the local technical college or other institution of higher education.
32 Each school district shall report to the department the number of students participating in dual credit courses and specify the cost
33 borne by each entity. School districts must assist students in accessing Lottery Tuition Assistance when applicable.
34   Further, the Department of Education may use school district student counts for personalized instruction as collected in the same
35 manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate

1　the school district add on weightings for the personalized instruction classifications and the determination of the school districts
2　monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership
3　for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen
4　development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation
5　adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in
6　PowerSchool.

7　　**1.4.** (SDE: EFA - Formula) The amount appropriated in Part IA, Section 1 for "Education Finance Act" shall be the maximum
8　paid under the provisions of Act 163 of 1977 (the South Carolina Education Finance Act of 1977) to the aggregate of all recipients.
9　The South Carolina Education Department shall develop formulas to determine the state and required local funding as stipulated in
10　the South Carolina Education Finance Act of 1977. Such formulas shall require the approval of the State Board of Education and
11　the State Fiscal Accountability Authority. After computing the EFA allocations for all districts, the department shall determine
12　whether any districts' minimum required local revenue exceeds the districts' total EFA Foundation Program. When such instance is
13　found, the department shall adjust the index of taxpaying ability to reflect a local effort equal to the cost of the districts' EFA
14　Foundation Program. The districts' weighted pupil units are to be included in determination of the funds needed for implementation
15　of the Education Finance Act statewide.

16　　In the event that the formulas as devised by the Department of Education and approved by the State Board of Education and the
17　State Fiscal Accountability Authority should provide for distribution to the various school districts totaling more than the amount
18　appropriated for such purposes, subject to the provisions of this proviso, the Department of Education shall reduce each school district
19　entitlement by an equal amount per weighted pupil so as to bring the total disbursements into conformity with the total funds
20　appropriated for this purpose. If a reduction is required in the state's contribution, the required local funding shall be reduced by the
21　proportionate share of local funds per weighted pupil unit. The Department of Education shall continually monitor the distribution
22　of funds under the provisions of the Education Finance Act and shall make periodic adjustments to disbursements to ensure the
23　aggregate of such disbursements do not exceed the appropriated funds.

24　　Local districts shall not be mandated or required to inflate the base number in their respective salary schedules by any percentage
25　greater than the percentage by which the appropriated base student cost exceeds the appropriated base student cost of the prior fiscal
26　year.

27　　**1.5.** (SDE: Employer Contributions/Allocations) It is the intent of the General Assembly that the appropriation contained herein
28　for "Public School Employee Benefits" shall not be utilized to provide employer contributions for any portion of a school district
29　employee's salary that is federally funded.

30　　State funds allocated for school district employer contributions must be allocated by the formula and must be used first by each
31　district to cover the cost of fringe benefits for personnel required by the Defined Program, food service personnel and other personnel
32　required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service
33　revenues to fund a proportionate share of fringe benefits costs for food service personnel.

34　　The Department of Juvenile Justice and the Department of Corrections' school districts must be allocated funds under the fringe
35　benefits program in accordance with criteria established for all school districts.

1   **1.6.** (SDE: Employer Contributions/Obligations) In order to finalize each school district's allocations of Employer Contributions
2   funds for retiree insurance from the prior fiscal year, the Department of Education is authorized to adjust a school district's allocation
3   in the current fiscal year accordingly to reflect actual payroll and payments to the Retirement System from the prior fiscal year. In
4   the event the Department of Education is notified that an educational subdivision has failed to remit proper payments to cover
5   Employee Fringe Benefit obligations, the Department of Education is directed to withhold the educational subdivision's state funds
6   until such obligations are met.
7   **1.7.** (SDE: Governor's School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds
8   appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the
9   current fiscal year pursuant to the direction of the board of trustees of the school.
10   **1.8.** (SDE: Educational Responsibility/Foster Care) The responsibility for providing a free and appropriate public education
11   program for all children including disabled students is vested in the public school district wherein a child of lawful school age resides
12   in a foster home, group home, orphanage, or a state operated health care facility including a facility for treatment of mental illness
13   or chemical dependence and habilitation centers for persons with intellectual disabilities or persons with related conditions located
14   within the jurisdiction of the school district or alternative residences. The districts concerned may agree upon acceptable local cost
15   reimbursement. If no agreement is reached, districts providing education shall receive from the district where the child last resided
16   before placement in a facility an additional amount equivalent to the statewide average of the local base student cost multiplied by
17   the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. If a child from out of state is residing
18   in a facility owned and/or operated by a for profit entity, the district providing educational services shall be reimbursed by the for
19   profit entity the local district's local support per weighted pupil above the statewide average base student cost multiplied by the
20   appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. This also applies to John de la Howe
21   School who also has the authority to seek reimbursement in any situation that the school district has participation in the placement
22   of the student. John de la Howe School shall be reimbursed the local district's local support per weighted pupil above the statewide
23   average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance
24   Act. Participation will be evidenced by a written agreement from the IEP team or 504 team, written referral, or the school district
25   initiating the placement process. School districts providing the education shall notify the nonresident district in writing within
26   forty-five calendar days that a student from the nonresident district is receiving education services pursuant to the provisions of the
27   proviso. The notice shall also contain the student's name, date of birth, and disabling condition if available. If appropriate financial
28   arrangements cannot be effected between institutions of the state, including independent school districts under the authority of the
29   Department of Disabilities and Special Needs, and school districts, institutions receiving educational appropriations shall pay the
30   local base student cost multiplied by the appropriate pupil weighting. Children residing in institutions of state agencies shall be
31   educated with nondisabled children in the public school districts if appropriate to their educational needs. Such institutions shall
32   determine, on an individual basis, which children residing in the institution might be eligible to receive appropriate educational
33   services in a public school setting. Once these children are identified, the institution shall convene an IEP meeting with officials of
34   the public school district in which the institution is located. If it is determined by the committee that the least restrictive environment
35   in which to implement the child's IEP is a public school setting, then the school district in which the institution is located must

1   provide the educational services. However, that school district may enter into contractual agreements with any other school district
2   having schools located within a forty-five mile radius of the institution. The cost for educating such children shall be allocated in
3   the following manner: the school district where the child last resided before being placed in an institution shall pay to the school
4   district providing the educational services an amount equivalent to the statewide average of the local base student cost multiplied by
5   the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act; the school district providing the
6   educational services shall be able to count the child for all funding sources, both state and federal. The institution and school district,
7   through contractual agreements, will address the special education and related services to be provided to students. Should the school
8   district wherein the institution is located determine that the child cannot be appropriately served in a public school setting, then the
9   institution may request a due process hearing pursuant to the procedures provided for in the Individuals with Disabilities Education
10   Act.
11   The agreed upon acceptable local cost reimbursement or the additional amount equivalent to the statewide average of the local
12   base student cost multiplied by the appropriate pupil weighting set forth in Section 59-20-40, for instructional services provided to
13   out-of-district students, shall be paid within sixty days of billing, provided the billing district has provided a copy of the invoice to
14   both the Superintendent and the finance office of the district being invoiced. Should the district not pay within sixty days, the billing
15   district can seek relief from the Department of Education. The department shall withhold EFA funding equal to the billing from the
16   district refusing to pay and submit the funding (equal to the invoice) to the billing school district.
17   The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all
18   required school records, including confidential records, are transferred from the sending to the receiving school within three working
19   days. School records to be transferred should include grade transcripts, state birth certificate, certificate of immunization, social
20   security card, attendance records, discipline records, IEP's, psychological reports (or notation in the school records that a
21   psychological report on the child is available at the school district office) and any other records necessary for the appropriate
22   placement of the child in the new school. School districts must release all records upon presentation of a court order or appropriate
23   permission for confidential release. If evaluation or placement is pending, the receiving school district is responsible to secure
24   information and to complete the placement. The receiving school will maintain appropriate confidentiality of all records received
25   on a child. Upon discharge or release from the treatment facility, the agency placing the child in the receiving school must work
26   with the school district where the student will reside after treatment to assure continuity of the student's education.
27   **1.9.** (SDE: Instruction in Juvenile Detention Centers) It shall be the responsibility of the school district where a local juvenile
28   detention center is located to provide adequate teaching staff and to ensure compliance with the educational requirements of this
29   State. Students housed in local juvenile detention centers are to be included in the average daily membership count of students for
30   that district and reimbursement by the Department of Education made accordingly.
31   **1.10.** (SDE: Revenue Authorization) The State Department of Education is hereby authorized to collect, expend, and carry
32   forward revenues in the following areas to offset the cost of providing such services: the sale of publications, manuals and forms,
33   the sale of Apple Tags, royalties, contributions, donations, foundation funds, special grants and contracts, brochures, photo copies,
34   listings and labels, Directory of South Carolina Schools, student health record cards, items to be recycled, and high school diplomas
35   and certificates; the collection of out-of-state and in-state investigation fees, registration fees for non-SDE employees, recurring

1 facility inspection fees, teacher certification fees; the handling of audio-visual film; the provision of contract computer services to
2 school districts and other state agencies, joint broadcast service to school districts, and education-related statistics through agreement
3 with the National Center for Education Statistics; the lease or sale of programs of television, audio or microcomputer software; the
4 lease or sale of virtual courses to other states; the collection of damage fees for instructional materials and the sale of unusable
5 instructional materials; sale of fuel; use and repair of transportation equipment; fees for Medicaid reimbursable transportation; the
6 receipt of insurance and warranty payments on Department of Education equipment and the sale of used school buses and support
7 equipment. The Department of Education is authorized to collect revenue for deposit into the State General Fund for testing material
8 purchases and test rescoring fees. The Department of Education is authorized to expend revenue collected for lost and damaged
9 instructional materials and the sale of unusable instructional materials for the purpose of contracting for the purchase and maintenance
10 of a statewide textbook inventory management system, provided that schools' newly-adopted instructional materials needs are met
11 first.
12 **1.11.** (SDE: School District Bank Accounts) Each school district in this State, upon the approval of the district's governing
13 body, may maintain its own bank account for the purpose of making disbursement of school district funds as necessary to conduct
14 school district business and each county treasurer is hereby authorized to transfer such amount as needed, upon receipt of a written
15 order certified by the district governing body or their designee. Such order shall contain a statement that such amount is for immediate
16 disbursement for the payment of correct and legal obligation of the school district.
17 **1.12.** (SDE: Travel/Outside of Continental U.S.) School District allocations from General Funds, lottery, and EIA funds shall
18 not be used for travel outside of the continental United States. The International Baccalaureate Program shall be exempt from this
19 restriction.
20 **1.13.** (SDE: Year End Closeout) The State Department of Education is authorized to expend federal and earmarked funds (not
21 including state or EIA funds) in the current fiscal year for expenditures incurred in the prior year; however, state funds appropriated
22 in Part IA, Section 1, X, Aid to School Districts, for the Children's Case Resolution System or private placements for services
23 provided to children with disabilities may be used for those expenditures in prior fiscal years. The department is also authorized to
24 use appropriated funds to pay for textbooks shipped in the fourth quarter of the prior fiscal year.
25 **1.14.** (SDE: Transportation Collaboration) The Department of Education School Bus Maintenance Shops shall be permitted, on
26 a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies
27 in South Carolina.
28 School buses operated by school districts, other governmental agencies or head start agencies for the purpose of transporting
29 students for school or school related activities shall not be subject to state motor fuel taxes. Further, that school districts, other
30 governmental agencies or head start agencies may purchase this fuel, on a cost reimbursable-plus basis, from the Department of
31 Education School Bus Maintenance Shops.
32 **1.15.** (SDE: School Bus Insurance) The Department of Education shall maintain comprehensive and collision insurance or
33 self-insure state-owned buses. In no event shall the department charge local school districts for damages to the buses which are
34 commonly covered by insurance.

1   **1.16.**   (SDE: Teacher Data Collection) Of the non-program funds appropriated to the Department of Education, it and the
2   Commission on Higher Education shall share data about the teaching profession in South Carolina. The data sharing should ensure
3   (1) a systematic report on teacher supply and demand information and (2) data to determine classes being taught by public school
4   teachers out of field of their preparation. The data collection should include but not be limited to: classes/subjects taught, number
5   of students taught, percentage of teacher education graduates from South Carolina colleges/universities who go into teaching,
6   percentage of teacher education graduates who teach in public schools in South Carolina, percentage of new teachers who leave the
7   South Carolina teaching profession in the first three years of public school teaching due to unsuccessful evaluations, percentage of
8   new teachers who leave the profession in the first three years of public school teaching in South Carolina who have successful
9   evaluations, turnover rate of teachers and certification areas with highest vacancies. All database items should be set up so that it
10   can be disaggregated by ethnicity, gender, geographic location, etc.
11   **1.17.**   (SDE: School Bus Driver CDL) From funds provided in Part IA, Section 1, VII.B., local school districts shall request a
12   criminal record history from the South Carolina Law Enforcement Division for past conviction of any crime before the initial
13   employment of a school bus driver or school bus aide. The Department of Education and the school districts shall be treated as a
14   charitable organization for purposes of the fee charged for the criminal records search.
15   **1.18.**   (SDE: School Bus Purchase) Any procurement of school buses with funds appropriated in this act or any other
16   appropriation bill must meet specifications developed by the School Bus Specification Committee as established by the State
17   Superintendent of Education. The School Bus Specifications Committee shall allow for input from all school bus chassis and body
18   manufacturers. However, if it is safe, more economical, and in the public interest, the department may use the school bus
19   specifications of another state in the procurement of school buses. If the department uses the specifications of another state, the
20   department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means
21   Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in
22   the public interest, when compared to the specifications set forth by the School Bus Specifications Committee.
23   **1.19.**   (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program VII.B. - Bus Shops and funds
24   appropriated in VII.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated
25   for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the
26   current fiscal year to support bus transportation services.
27   **1.20.**   (SDE: Mitford Transportation Costs) Transportation costs for the transporting of students from the Mitford area of Fairfield
28   County to schools in the Great Falls area of Chester County is not the responsibility of and shall not be borne by the Chester County
29   School District. These transportation costs shall continue to be the responsibility of the State Department of Education.
30   **1.21.**   (SDE: Status Offenders/John de la Howe) The funds appropriated for the Status Offender Program shall be distributed to
31   John de la Howe School to expand residential programs to include court ordered status offenders. Components of such a program
32   shall include collaboration between the home school district and the residential school and treatment or related services to the families
33   of students in placement.
34   **1.22.**   (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South
35   Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and

1 sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their
2 respective school calendars in order to comply with the instructional needs of students attending both special schools.
3   **1.23.** (SDE: School Board Meetings) Of the funds appropriated through the Department of Education for technology related
4 expenses, school districts that have a website shall place a notice of a regularly scheduled school board meeting twenty-four hours
5 in advance of such meeting. The notice shall include the date, time, and agenda for the board meeting. The school district shall
6 place the minutes of the board meeting on their website within ten days of the next regularly scheduled board meeting.
7   **1.24.** (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic
8 Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with
9 the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office, except the additional EFA
10 allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of
11 reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those
12 funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.
13   **1.25.** (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer
14 and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery Act
15 funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to
16 ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated
17 specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance
18 of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for
19 Career and Technology Education, nor funds required for debt service or bonded indebtedness. All school districts must report the
20 student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The
21 department shall report this information to the General Assembly.
22   In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per
23 pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and only transportation, food
24 service, and safety within non-instruction pupil services. No portion of the seventy-five percent may be used for facilities, business
25 services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall
26 report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional
27 support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June
28 thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.
29   "In$ite" means the financial analysis model for education programs utilized by the Department of Education.
30   School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low
31 enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and
32 memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and
33 expanding virtual instruction.
34   School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

1   Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil
2   allocation due to them for each categorical program.
3   Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school
4   district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken.
5   The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State
6   Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of
7   the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education
8   and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting,
9   and the certification must be conspicuously posted on the internet website maintained by the school district.
10   For the current fiscal year, Section 59-21-1030 is suspended. The foreign language program assessment, and the physical
11   education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the
12   most economical type of bus fuel.
13   For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school
14   districts based on weighted pupil units.
15   School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars,
16   from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made
17   available for public viewing and downloading. The register must include for each expenditure:
18   (i)   the transaction amount;
19   (ii)   the name of the payee; and
20   (iii) a statement providing a detailed description of the expenditure.
21   The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must
22   not include any information that can be used to identify an individual employee. The register must be accompanied by a complete
23   explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at
24   least once a month.
25   Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards
26   maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each
27   statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the
28   thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.
29   The Comptroller General must establish and maintain a website to contain the information required by this section from a school
30   district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate
31   between the school districts and search for the information they are seeking.
32   The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title
33   30, of the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of
34   Education to exercise its authority to grant waivers under Regulation 43-261.

1   **1.26.** (SDE: Medical Examination and Security Reimbursement/Expenditures) From funds authorized in Part IA, Section 1,
2   VII.B. Other Operating Expenses, the Department of Education may directly pay, or reimburse employees, for the cost of a medical
3   examination as required in Part 391, Subpart E of the Federal Motor Carrier Safety Regulations, for employees that are required to
4   operate a state vehicle transporting hazardous materials and that are required to undergo a national security background check because
5   of the required Hazmat endorsement to their CDL.
6   **1.27.** (SDE: Budget Reduction) In compensating for any reduction in funding or an operating deficit publically recognized by
7   the School Board of Trustees, local districts must give priority to preserving classroom teachers and operations. Funding reductions
8   should first be applied to administrative and non-classroom expenses before classroom expenses are affected.
9   **1.28.** (SDE: Governor's School for the Arts and Humanities Carry Forward) Any unexpended balance on June thirtieth of the
10   prior fiscal year of funds appropriated to or generated by the Governor's School for the Arts and Humanities may be carried forward
11   and expended in the current fiscal year pursuant to the discretion of the Board of Trustees of the School.
12   **1.29.** (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South
13   Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees
14   as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in
15   both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The
16   respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall
17   conspicuously publish a fee schedule on their respective websites.
18   **1.30.** (SDE: School District Furlough) Should there be a midyear reduction in state funding to the districts, school districts may
19   institute employee furlough programs for district-level and school-level professional staff. Before any of these employees may be
20   furloughed, the chairman of the governing body of the school district must certify that all fund flexibility provided by the General
21   Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. The
22   certification must include a detailed report by the superintendent of the specific action taken by the district to avoid a year-end deficit.
23   The certification and report must be in writing and delivered to the State Superintendent of Education and a copy must be forwarded
24   to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.
25   The local school district board of trustees may implement a furlough of personnel once certification to the State Superintendent
26   documents all funding flexibility has been exhausted and continued year-end deficits exist. Local school boards of trustees shall
27   have the authority to authorize furloughs of these employees in the manner in which it sees fit. However, instructional personnel
28   may be furloughed for up to five non-instructional days if not prohibited by an applicable employment contract with the district and
29   provided district administrators are furloughed for twice the number of days. District administrators may only be furloughed on
30   non-instructional days and may not be furloughed for a period exceeding ten days. District administrators shall be defined by the
31   Department of Education using the Professional Certified Staff (PCS) System. For individuals not coded in PCS, the determination
32   shall be made based upon whether the individual performs the functions outlined in position codes identified by the department as
33   administration. Educators who would have received a year's experience credit had a furlough not been implemented, shall not have
34   their experience credit negatively impacted because of a furlough implementation.

1   During any furlough, affected employees shall be entitled to participate in the same benefits as otherwise available to them except
2   for receiving their salaries. As to those benefits that require employer and employee contributions, including, but not limited to,
3   contributions to the South Carolina Retirement System or the optional retirement program, the district will be responsible for making
4   both employer and employee contributions if coverage would otherwise be interrupted; and as to those benefits which require only
5   employee contributions, the employee remains solely responsible for making those contributions. Placement of an employee on
6   furlough under this provision does not constitute a grievance or appeal under any employee grievance procedure. The district may
7   allocate the employee's reduction in pay over the balance of the fiscal year for payroll purposes regardless of the pay period within
8   which the furlough occurs.
9   Each local school district must prominently post on the district's internet website and make available for public viewing and
10   downloading the most recent version of the school district's policy manual and administrative rule manual.
11   This proviso shall not abrogate the terms of any contract between any school district and its employees.
12   **1.31.**   (SDE: School Lunch/Attendance Supervisors) For those counties in which an entity other than the school district
13   administers the school lunch supervisor and/or attendance supervisor programs, the school districts in that county shall transfer to
14   the entity the amount available in the previous fiscal year for administration of the school lunch supervisor and/or attendance
15   supervisor programs. Each district shall transfer a pro rata share of the total cost based upon the percentage of state EFA funds
16   distributed to the districts within the county.
17   **1.32.**   (SDE: SCGSAH Certified Teacher Designation) Because of the unique nature of the South Carolina Governor's School
18   for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized
19   to employ at its discretion noncertified classroom teachers teaching in the literary, visual and performing arts subject areas who are
20   otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.
21   **1.33.**   (SDE: No Discrimination Requirement) State funds must not be appropriated to a school that discriminates against or
22   participates with or is a member of an association with policies that discriminate or afford different treatment of students based on
23   race or national origin.
24   **1.34.**   (SDE: Medicaid Cash Match Accounting) The department is granted authority to transfer funds between budget lines and
25   object codes to identify, reconcile, reimburse, and remit funds required for Medicaid cash match to the Department of Health and
26   Human Services.
27   **1.35.**   (SDE: Student Report Card-GPA) For each high school student, school districts shall be required to print the student's
28   individual cumulative grade point average for grades nine through twelve on the student's report card.
29   **1.36.**   (SDE: Lost & Damaged Instructional Materials Fees) Fees for lost and damaged instructional materials for the prior school
30   year are due no later than December first of the current school year when invoiced by the Department of Education. The department
31   may withhold instructional materials funding from schools that have not paid their fees by the payment deadline.
32   **1.37.**   (SDE: Education Finance Act Reserve Fund) There is created in the State Treasury a fund separate and distinct from the
33   General Fund of the State and all other funds entitled the Education Finance Act Reserve Fund. All unexpended general funds
34   appropriated to the Department of Education for the Education Finance Act in the current fiscal year shall be transferred to the
35   Education Finance Act Reserve Fund. In the event that the amount appropriated for the Education Finance Act is insufficient to fully

1 fund the base student cost as established by this act, revenues from the Education Finance Act Reserve Fund may be used to
2 supplement the funds appropriated. By June 30ᵗʰ of the current fiscal year, if the department determines that the funds are not needed
3 to supplement the Education Finance Act, the department may utilize the funds for bus purchase. The General Assembly may make
4 direct appropriations to this fund. All unexpended funds in the Education Finance Act Reserve Fund and any interest accrued by the
5 fund must remain in the fund and may be carried forward into the current fiscal year.
6   **1.38.** (SDE: Prohibit Advertising on School Buses) The Department of Education and local school districts are prohibited from
7 selling space for or the placement of advertisements on the outside or inside of state-owned school buses.
8   **1.39.** (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school
9 age residing in licensed residential treatment facilities (RTFs) for children and adolescents identified on the State Qualified Providers
10 list and meets the requirements of Section 44-7-130 of the 1976 Code, (students) shall be entitled to receive educational services
11 from the school district in which the RTF is located (facility school district). The responsibility for providing appropriate educational
12 programs and services for these students, both with and without disabilities, who are referred, authorized, or placed by the State is
13 vested in the facility school districts. For purposes of this proviso, an authorization must be pursuant to a physician's determination
14 of medical necessity. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred
15 or placed in a RTF may consider the appropriateness of providing the student's education program virtually through enrollment in
16 either the facility district's virtual program, the South Carolina virtual school program provided through the Department of Education
17 (Virtual SC), or a virtual charter school authorized by the South Carolina Public Charter School District, or a virtual charter school
18 authorized by an approved institute of higher education. This decision should be made jointly with the best interest of the student
19 and what is clinically indicated being considered.
20   A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility,
21 provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services
22 consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical
23 support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student's enrollment in
24 the resident school district under a medical homebound instruction program and the district approves, if appropriate, then, under
25 these circumstances, the facility school district shall enroll the student and assume full legal and financial responsibility for the
26 educational services including enrolling the student, approving the student's entry into a medical homebound instructional program,
27 if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational
28 responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational
29 programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the
30 RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational
31 services provided. If the facility school district determines the educational program being offered by the RTF does not meet the
32 educational standards outlines in the contract, the facility district shall be justified in terminating the contract.
33   The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting
34 for pupils in a Residential Treatment Facility of 2.10, as set forth in Proviso 1.3 of this Act and any eligible categorical and federal
35 funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services

1 directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the
2 educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a
3 resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly
4 by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by
5 the facility school district for that student. However, the reimbursement rate may not exceed $90 per student per day. Through a
6 joint agreement with the facility school district and the RTF, the funding received for RTF students must be utilized to deliver an
7 instructional program that meets the needs of the students, and when applicable, the requirements of the Individuals with Disabilities
8 Education Act and Section 504 of the Rehabilitation Act of 1973. Facility school districts providing the educational services shall
9 notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational
10 services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility
11 district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being
12 invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs
13 differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of
14 Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within
15 forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district
16 shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to
17 the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the
18 equivalent amount of EFA funds and transfer those funds to the facility school district.
19   RTF facilities on the State Qualified Provider List not located within the boundaries of the state shall be reimbursed at a rate that
20 may not exceed $45 per student per day for education services and school districts shall be eligible to receive a base student cost
21 weighted funding of 2.10 provided that the student remains enrolled in the school district. Facilities providing the educational
22 services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving
23 educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided
24 the qualified facility has provided a copy of the invoice to both the District Superintendent and the finance office of the resident
25 district being invoiced. Should the facility be unable to reach agreement with the resident school district regarding reasonable costs
26 differences, the provider shall notify the Department of Education's Office of General Counsel. The Department of Education shall
27 facilitate a resolution of the dispute between the facility and the resident school district within forty-five days of the notice of dispute.
28 If the issue of reasonable cost differences should remain unresolved, a facility shall have the right to file a complaint in a Circuit
29 Court. Additionally, qualified RTF providers' general education curriculum must be aligned to the South Carolina academic
30 standards in the core content areas. All students with disabilities who are eligible for special education and related services under
31 the Individuals with Disabilities Education Act (IDEA), as amended, and the State Board of Education (SBE) regulations, as
32 amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel.
33 Students in a qualified RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their
34 educational efforts. The resident school district and the RTF should develop a memorandum of understanding to outline the

1 responsibilities of the RTF in providing the educational services and responsibilities, if any, of the resident school district while the
2 student is housed in the RTF.
3   If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible
4 for the educational services. The facility school district may choose to provide the educational program to the child and, upon
5 choosing to do so, shall contract with the appropriate entity for payment of educational serviced provided to the child. Out-of-state
6 students provided educational services by a facility school district shall not be eligible for funding through the Education Finance
7 Act.
8   If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the State, the facility
9 school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident
10 school district for services through medical homebound procedures. A facility school district is responsible for compliance with all
11 child find requirements under Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Act of 2004 (IDEA).
12   All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum,
13 which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible
14 for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE)
15 regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately
16 certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned
17 through their educational efforts.
18   With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability
19 measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The
20 performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate
21 line on the facility school district's report card and must not be included in the overall performance ratings of the facility school
22 district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a
23 facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery
24 of an educational program at a RTF.
25   RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's
26 admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or
27 exchange information, including documents and records necessary to provide appropriate educational services and/or related services
28 as necessary to assist the facility school district in determining the resident school district. The Department of Education, in
29 collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to
30 follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when
31 appropriate, are not recorded as dropouts.
32   **1.40.** (SDE: Special Schools Flexibility) For the current fiscal year, the special schools are authorized to transfer funds among
33 funding categories, including capital funds.
34   **1.41.** (SDE: High School Driver Education) For the current fiscal year, the requirement for high schools to provide a course in
35 driver education is suspended however, high schools may continue to offer driver education courses if they choose to do so.

1   **1.42.** (SDE: Carry Forward Authorization) For the current fiscal year, the Department of Education is authorized to carry forward
2 and expend any General Fund balances for school bus transportation.
3   **1.43.** (SDE: Administrative Costs Report Posting) School districts must report the amount of funds spent on administrative
4 costs, as defined by In$ight in the prior fiscal year and post the report on the districts website. School districts shall provide an
5 electronic copy of this report to the Department of Education in conjunction with the financial audit report required by Section
6 59-17-100, of the 1976 Code. If a district fails to meet these requirements they must be notified in writing by the department that
7 the district has sixty days to comply with the reporting requirement. If the district does not report within sixty days, the department
8 is authorized to reduce the district's base student cost by one percent until such time as the requirement is met. Once in compliance,
9 any funds withheld will be returned to the district.
10   **1.44.** (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the
11 Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending
12 either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that
13 they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance.
14 The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students
15 whose parent(s) or guardian(s) are not legal residents of South Carolina.
16   **1.45.** (SDE: Holocaust Funds) Funds appropriated to the Department of Education for the SC Council on Holocaust shall not be
17 used for any other purpose nor transferred to any other program. In addition, in the event the department is required to implement a
18 budget reduction, SC Council on Holocaust funds may not be reduced.
19   **1.46.** (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts
20 to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public
21 schools. Twenty-one percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from
22 the preceding year for physical education teachers. The remaining funds will be made available for school nurses and shall be
23 distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the
24 school nurse funds.
25   **1.47.** (SDE: Impute Index Value) For the current fiscal year and for the purposes of calculating the index of taxpaying ability
26 the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four
27 percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A)
28 and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the
29 index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required
30 pursuant to the EFA and other applicable provisions of law.
31   **1.48.** (SDE: EFA State Share) A school district that does not recognize a State share of the EFA financial requirement shall be
32 supplemented with an amount equal to seventy percent of the school district with the least State financial requirement.
33   **1.49.** (SDE: Health Education) (1) Each school district is required to ensure that all comprehensive health education,
34 reproductive health education, and family life education conducted within the district, whether by school district employees or a
35 private entity, must utilize curriculum that complies with the provisions contained in Chapter 32, Title 59 and aligns to all standards

and regulations adopted by the South Carolina State Board of Education. Each district shall publish on its website the title and publisher of all health education materials it has approved, adopted, and used in the classroom. If the department determines that a district is non-compliant with mandated health education upon review of the district's annual CHE Compliance Survey or if the district fails to publish the title and publisher of materials on its website, then the Department of Education shall withhold one percent of the district's funds allocated in Part IA, Section 1, X - Student Health and Fitness Act until the department determines the district is in compliance.

(2) Any person may complain in a signed, notarized writing to the chairman of the governing board of a school district that matter not in compliance with the requirements of Chapter 32, Title 59 is being taught in the district. Upon receiving a notarized complaint, the chairman of the governing board must ensure that the complaint is immediately investigated and, if the complaint is determined to be founded, that immediate action is taken to correct the violation. If corrective action is not taken within 60 days of such a determination, or if no investigation is made within 60 days of the chairman's receipt of the notarized statement, then the complainant may within 60 calendar days, give written notice to the department. The notice must include the original notarized complaint. If, upon investigation, the department determines that the district has not taken appropriate immediate action to correct a violation, then the Department of Education shall withhold one percent of the district's funds allocated in Part IA, Section 1, X - Student Health and Fitness Act until the department determines the district is in compliance.

1.50. (SDE: Bus Lease/Purchase) The Department of Education is permitted to purchase or lease school buses in order to continue replacement of the state's school bus fleet.

1.51. (SDE: School Enrollment Policy) For the current fiscal year, any school district with an open enrollment policy for all schools or certain schools which had previously accepted certain students residing outside of the district to an academic magnet school in the district must continue to accept these students and their siblings for enrollment at the academic magnet school under the same terms and conditions these students were previously permitted to attend the school.

1.52. (SDE: District Funding Flexibility) For the current fiscal year, districts must utilize funding flexibility provided herein to ensure that district approved safety precautions are in place at every school.

1.53. (SDE: Transportation Maintenance Facilities) For the current fiscal year, a school district wishing to include school bus maintenance in a contract with a private vendor may enter into an agreement with the Department of Education whereby the department releases the school district to include school bus maintenance in the private vendor contract.

1.54. (SDE: School District Activity Bus Advertisements) School Districts may sell commercial advertising space on the outside or inside of district owned activity buses. However, as defined and determined by the local school board, a school district may not sell such commercial advertising if the advertisement promotes a political candidate, ideology, or cause, a product that could be harmful to children, or a product that appeals to the prurient interest. Revenue generated from the sale of commercial advertising space shall be retained by the school district.

1.55. (SDE: School District Property) The requirements of Section 59-19-250 of the 1976 Code, as amended, which requires the consent of a governing board of a county in order for school trustees to sell or lease school property whenever they deem it expedient to do so are suspended for the current fiscal year.

1   **1.56.**   (SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior
2   school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school
3   year. Public and private providers shall be funded for instructional costs at a rate of $4,600 per student enrolled. Eligible students
4   enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length
5   of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of
6    $574 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent.
7   New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be
8   eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children
9   eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and
10   provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years
11   will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and
12   the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department
13   of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose
14   complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily
15   membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national
16   percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or
17   the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program,
18   Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early
19   Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available.
20   Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are
21   accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department,
22   during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust
23   the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual
24   audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that
25   the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations
26   for the current fiscal year to account for the findings.
27   Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of
28   the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January
29   fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both
30   public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the
31   program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of
32   Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of
33   Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day
34   four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and
35   maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall

1   use this data and all other collected and maintained data necessary to conduct a research based review of the program's
2   implementation and assessment of student success in the early elementary grades along with information, recommendations, and a
3   timeline for how the state can increase the number of students served in high-quality programs.
4   **1.57.**   (SDE: Summer Reading Camps)   For the current fiscal year, funds appropriated for summer reading camps must be
5   allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending
6   the camps; (2) $700,000 allocated to the department to provide grants to support community partnerships whereby community
7   organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer
8   reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools
9   that have a poverty index of forty percent or greater. All mentors and tutors that are a part of these after school programs or summer
10 reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that
11 of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on
12 the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state
13 assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration
14 with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of
15 instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have
16 at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students
17 comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the
18 summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts
19 to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions
20 of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel,
21 and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading
22 camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency
23 by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian.
24 The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the
25 opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps
26 students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading
27 camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the
28 first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending
29 texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.
30   **1.58.**   (SDE: Interscholastic Athletic Association Dues) (A) A public school district supported by state funds shall not use any
31 funds or permit any school within the district to use any funds to join, affiliate with, pay dues or fees to, or in any way financially
32 support any interscholastic athletic association, body, or entity unless the constitution, rules, or policies of the association, body, or
33 entity contain the following:

1   (1) a range of sanctions that may be applied to a student, coach, team, or program and that takes into account factors such
2   as the seriousness, frequency, and other relevant factors when there is a violation of the constitution, bylaws, rules, or other governing
3   provisions of the association, body, or entity;
4   (2) (a) guarantees that private or charter schools are afforded the same rights and privileges that are enjoyed by all other
5   members of the association, body, or entity. A private or charter school may not be expelled from or have its membership
6   unreasonably withheld by the association, body, or entity or restricted in its ability to participate in interscholastic athletics including,
7   but not limited to, state playoffs or championships based solely on its status as a private school or charter school. The association,
8   body, or entity shall set reasonable standards for private or charter school admission. A private or charter school denied membership
9   must be provided, in writing within five business days, the reason or reasons for rejection of its application for membership;
10   (b) guarantees that a South Carolina home school athletic team that is a member of a home school athletic association
11   may not be denied access to preseason and regular season interscholastic athletics including, but not limited to, jamborees and
12   invitational tournaments, based solely on its status as a home school athletic team; other rules or policies of the association, body, or
13   entity would apply;
14   (3) (a) an appeals process in which appeals of the association, body, or entity are made to a disinterested third-body
15   appellate panel which consists of seven members who serve four year terms, with one person appointed by the delegation of each
16   congressional district;
17   (b) a member of the panel serves until his successor is appointed and qualifies. A vacancy on the panel is filled in the
18   manner of the original appointment;
19   (c) members of the appellate panel do not concurrently serve as officers of the association, body, or entity and may not
20   have served as a member of the executive committee within the last three years. Principals and superintendents are able to appeal a
21   ruling of the association, body, or entity to the panel. The appellate panel also must provide the final ruling in any appeal brought
22   against a decision of the association, body, or entity;
23   (4) a procedure in place for emergency appeals to be held and decided upon in an expedited manner if the normal appellate
24   process would prohibit the participation of a student, team, program, or school in an athletic event, to include practices; and
25   (5) provisions, implemented within one year after the effective date of this section, that require the composition of the
26   executive committee of the association, body, or entity be geographically representative of this State.
27   (B) In the event an association, body, or entity fails to include one of the items listed in this proviso, public school districts and
28   schools must end their affiliation with the association, body, or entity prior to the beginning of the upcoming school year and are
29   prohibited from paying dues or fees to the association, body, or entity.
30   **1.59.** (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both
31   the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with
32   individual schools and their staff to share information with students and families about the educational opportunities offered at the
33   respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June thirtieth,
34   of the current fiscal year, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics
35   must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the

1   results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of
2   Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included
3   in the School Report Card of those students' resident schools and districts.

4   **1.60.** (SDE: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school
5   districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to
6   receive up to $62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

7   (B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures,
8   except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A
9   district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or
10   a combination of these schools depending on the area of highest need in the district except in the event that the district can request
11   and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent
12   of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align
13   the placement of coaches to the district reading plan that is approved by the department.

14   (C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle
15   schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

16   (D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as
17   an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they
18   must withhold that districts remaining balance of funds allocated pursuant to this proviso.

19   (E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach.
20   These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:
21   (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
22   (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
23   (3) holds a master's degree or higher in reading or a closely-related field.
24   Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that
25   the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including
26   the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

27   (F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy
28   coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education
29   may receive up to $100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that
30   this allocation does not exceed the department's actual costs.

31   (G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund
32   Summer Reading Camps.

33   (H) For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach
34   serving in a school in which one third or more of its third grade students scoring at the lowest achievement level on the statewide
35   summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the

1   department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds
2   expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the
3   department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to:
4   a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan
5   must be approved by the department annually as part of the district reading plan.
6   (I)   The Department of Education shall require:
7   (1)   any school district receiving funding under subsection (A) to identify the name and qualifications of the supported
8   reading/literacy coach; as well as the school in which the coach is assigned; and
9   (2)   any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.
10   (J)   With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the
11 hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be
12 used for Summer Reading Camps.
13   (K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but
14 may not be flexed.
15   **1.61.**   (SDE: Sports Participation) Any school receiving state funds shall be required to allow a military dependent student who
16 has transferred from their resident school district to another school district to participate in a sport that was not offered in the resident
17 school district. Should a school fail to comply with this provision, the Department of Education shall withhold one percent of their
18 total state allocation.
19   **1.62.**   (SDE: Graduation Rates) For the current fiscal year, if a high school has a graduation rate below sixty percent, using
20 appropriated funds a local school district board of trustees must provide a report detailing a plan to increase the graduation rate in
21 accordance with the provisions of the Education Accountability Act to the State Board of Education.
22   **1.63.**   (SDE: South Carolina Community Block Grants for Education Pilot Program)   There is created the South Carolina
23 Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain
24 partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art
25 education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed,
26 based on strong evidence of effectiveness, and have a history of improved student performance.
27   The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community
28 support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district
29 communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to
30 share the results of these efforts with the state's public education community.
31   As used in this proviso:
32   (1)   "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials,
33 nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education
34 for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty
35 and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

1   (2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and
2   or Medicaid; and
3   (3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to
4   Section 59-18-900 of the 1976 Code.
5   The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop
6   the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants
7   committee will be comprised of seven members, three members selected from the education community and four members from the
8   business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants
9   committee. The grants committee will review and select the recipients of the Community Block Grants for Education.
10   The criteria for awarding the grants must include, but are not limited to:
11   (1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other
12   resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;
13   (2) a demonstrated ability to meet the match throughout the granting period;
14   (3) a demonstrated ability to implement the initiative or model as set forth in the application; and
15   (4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section
16   59-18-1310 of the 1976 Code.
17   In addition, the district or school, with input from the community advisory committee, must include:
18   (1) a comprehensive plan to examine delivery implementation and measure impact of the model;
19   (2) a report on implementation problems and successes and impact of the innovation or model; and
20   (3) evidence of support for the project from the school district administration when an individual school applies for a grant.
21   The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more
22   than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by
23   in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have
24   high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established
25   for the grant program.
26   However, no grant may exceed $250,000 annually unless the grants committee finds that exceptional circumstances warrant
27   exceeding this amount.
28   The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models
29   to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments
30   and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share
31   the lessons learned with the state's public education community.
32   For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or
33   expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting
34   the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable
35   high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private

1   partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide
2   high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3)
3   improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their
4   children's readiness.
5   **1.64.** (SDE: Proceeds from Sale of Bus Shop & Boat) For the current fiscal year the Department of Education is authorized to
6   retain any funds received from the sale of any bus shop and the sale of the state-owned boat and expend those funds for transportation
7   purposes.
8   **1.65.** (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness
9   is authorized to expend up to $75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the
10   administration of required school readiness assessments to children enrolled in the full-day 4K program in private centers in the
11   current fiscal year. The State Office of First Steps may purchase one device, which would be the property of the Office of First
12   Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall
13   coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials
14   expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later
15   than January 15 of the current fiscal year.
16   **1.66.** (SDE: Teacher Certification Exemption) For the current fiscal year, a teacher certified at the secondary level may teach
17   such courses in grades seven through twelve without having the add on certification for middle-level education. A teacher certified
18   in elementary education may teach first grade without having the add on certification in early childhood education. Districts must
19   report to the Department of Education and the Center for Educator Recruitment Retention and Advancement on the teachers and
20   courses that utilize this exemption.
21   **1.67.** (SDE: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials list
22   composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption
23   process. The department shall continue to work with the publishers of instructional materials to ensure that districts have options for
24   print/digital student materials to include class sets of print student editions, if needed. Funds appropriated for the purchase of
25   instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on
26   the state-adopted instructional materials inventory, purchasing new kits or those adopted as supplemental from the central textbook
27   depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the
28   state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs,
29   equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional
30   Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the
31   department, school districts, and special schools. These funds are not subject to flexibility.
32   **1.68.** (SDE: CDEPP Unexpended Funds) For Fiscal Year 2020-21, the Office of First Steps to School Readiness is permitted to
33   retain the first $1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of
34   the full-day 4K program in private centers and provide professional development opportunities. By August first, the Office of First
35   Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward

1 from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight
2 Committee - $1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.
3   If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata
4 basis.
5   If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall
6 be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an
7 extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of
8 eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. The department and the Office
9 of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored "Does Not
10 Meet Expectations" on the state English/language arts assessment are serving all eligible four year olds. By August 1, the Department
11 of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of
12 eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding
13 shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the
14 length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks
15 in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end
16 of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average
17 daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide
18 parent engagement, professional development and quality evaluations of programs.
19   For Fiscal Year 2020-21, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality
20 centers in order to increase the numbers of First Steps participants. Utilizing up to $1,000,000 of carry-forward funding, the
21 reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the
22 Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office
23 of First Steps.
24   No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate
25 Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the
26 following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program
27 and the amount of money used for professional development as well as the types of professional development offered and the number
28 of participants.
29   **1.69.** (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is
30 authorized to withhold up to $350,000 in order to develop a statewide technology plan for schools and districts. The plan must
31 address, at a minimum, infrastructure and connectivity needs, online testing requirements, equipment, educational technology, digital
32 literacy and a statewide learning management system to connect teachers and students. The plan must take into account the need for
33 some districts to utilize a regional approach to services that may include, but is not limited to, purchasing, training and support
34 services. This plan, including cost projections, shall be presented to the Governor, the Chairman of the House Ways and Means

1 Committee, and the Chairman of the Senate Finance Committee by February 1, 2020. Remaining funds shall be used to provide
2 technology technical assistance to school districts.
3 **1.70.** (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical
4 Assistance must be used to increase the capacity of districts who are or were the original trial and plaintiff school districts in the
5 Abbeville law suit. Funds shall be used by the department to assist school districts in procuring appropriate technology to include
6 devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity
7 to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a
8 waiver from the State Board of Education from the requirement that all assessments be administered online.
9 **1.71.** (SDE: Assistance Funding) For the current fiscal year, any funds appropriated to the Department of Education to assist
10 districts that are or were Plaintiffs in the Abbeville law suit and funding appropriated to the department to provide technical assistance
11 to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried forward
12 and expended for the same purposes.
13 **1.72.** (SDE: Reporting and Procurement) Any state agency or school for which the department acts as the fiscal agent must
14 comply with any state and federal reporting requirements using agency procedures and shall follow all state procurement laws.
15 **1.73.** (SDE: Military Child Care Centers) During the current fiscal year, South Carolina First Steps to School Readiness may
16 extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of
17 Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children
18 residing in school districts approved for participation during the prior fiscal year and may not be used to supplant any existing federal
19 child care investment.
20 **1.74.** (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development
21 Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within
22 underserved communities eligible for participation during the most recent fiscal year. Newly created and/or newly approved private
23 providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible
24 students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to $30,000 in one-time supplemental,
25 needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into
26 compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in
27 the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates
28 formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program
29 participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality,
30 center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider
31 to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps
32 shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means
33 Committee and the Chairman of the Senate Finance Committee by March 15, 2020.
34 For Fiscal Year 2020-21, the Office of First Steps may pilot a program to provide CERDEP services in underserved communities
35 serving multi counties and multi-districts. 4K centers served by this pilot may provide CERDEP-funded services to eligible children

1   from non-CERDEP districts but must also offer services to students from at least one school district eligible to participate in the
2   CERDEP program. Utilizing up to $1,000,000 of carry-forward funding, First Steps may provide grants to participants in this pilot
3   if they are public-private partnerships to address building renovations and designs necessary to get the building and classrooms into
4   compliance with licensing regulations and other obstacles that prevent participation in the CERDEP program following guidelines
5   developed by SC First Steps. Providers participating in this pilot are expected to participate in the program and provide high-quality,
6   center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider
7   to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness.

8   **1.75.** (SDE: School Leadership) Of the funds appropriated to and retained by the department for Professional Development,
9    $400,000 shall be used to contract with a non-profit statewide K-12 professional association located in South Carolina whose
10   membership provides for the development and support of current and future school leaders. The provider must specialize in multiple
11   assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school
12   leadership.

13   **1.76.** (SDE: School Bus Drivers) For the current fiscal year, a driver candidate must possess a valid driver's license that meets
14   the requirements in State and Federal law to operate commercial and non-commercial school bus type vehicles with no restrictions
15   other than vision correction to qualify for issuance. Driver candidates must complete all Department of Education classroom and
16   behind-the-wheel training requirements, including a medical examination and drug/alcohol testing, for initial certification as well as
17   all Department of Education required in-service training annually to qualify for continued certification.

18   **1.77.** (SDE: Special Education Minutes Requirement) For the current fiscal year the required two-hundred fifty minutes of
19   specialized instruction a student is required to receive in order to qualify for the special education weighting in the EFA is waived.
20   A special education weighting may be applied for any public school child with an Individualized Education Program in effect,
21   regardless of the number of minutes of instruction.

22   **1.78.** (SDE: Retired Educators Employment) For the current fiscal year school districts may notify retired educators of
23   employment in writing on or before May 1. School districts employing retired educators pursuant to Section 9-1-1795 of the 1976
24   Code shall provide documentation of compliance with the earnings limitation exemptions to the department. The department shall
25   verify the compliance and send the verification to the Public Employee Benefit Authority.

26   **1.79.** (SDE: Education Rate Program) For purposes of the federal Educational Rate Program, a child attending a state-funded
27   four-year-old kindergarten program must be considered an elementary school student.

28   **1.80.** (SDE: Safe Schools Initiative) (A) For the current fiscal year, the Department of Education and the State Law Enforcement
29   Division shall continue to support, through the state level Threat Assessment Team, school threat assessment teams and training in
30   school districts. By August 15, 2019, each school in the state must have identified key staff to serve on a threat assessment team.
31   The department shall work with stakeholders to provide professional development to staff who will serve on the team. The state
32   level Threat Assessment Team shall continue to coordinate, collect and compile Threat Assessment & School Safety Plans from each
33   school district with their input. These plans shall be exempt from the provisions of Section 30-4-10, et seq. of the 1976 Code. The
34   Department of Education and the State Law Enforcement Division shall continue to provide the Governor and the General Assembly
35   with recommendations regarding school safety which shall include any projected costs or necessary statute changes.

1   **1.81.** (SDE: Alternative Certification Programs) For the current fiscal year, the department, through the State Board of
2   Education, is authorized to award a conditional teaching certificate to a person who is enrolled in an approved alternative certification
3   program provided the person has earned a bachelor's degree from a regionally accredited college or university with a major, or major
4   equivalence, as defined by the State Board of Education in guidelines developed by the department in a certification area for which
5   the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination.
6   **1.82.** (SDE: Student Meals) For the current fiscal year, all school districts shall identify students in poverty according to the
7   provisions in Proviso 1.3 of this Act and increase access to free school meals for these students. School districts shall use the criteria
8   to directly certify pupils eligible for free and reduced-price school meals to the extent permitted under federal law. The local board
9   of trustees of a district in which all schools are eligible to receive the free federal reimbursement rate for all reimbursable school
10   breakfasts and lunches served, pursuant to the Community Eligibility Provision in Section 1759(a) of Title 42 of the United States
11   Code, shall adopt a resolution indicating participation. If a district is unable to participate, the local board of trustees shall adopt a
12   resolution stating that it is unable to participate in CEP and demonstrate the reasons why. The resolution shall be published on a
13   public meeting agenda concurrently with the proposed district budget as an action item and shall be approved by a majority of the
14   board. School districts shall ensure that the parents or guardians of students eligible for free and reduced lunch receive the necessary
15   applications and instructions and upon request are provided with assistance in completing the paperwork. Schools shall not publically
16   identify a student who is unable to pay for a meal for any reason. Communications from the district regarding any meal debt owed
17   must only be directed to the parent or guardian and may be sent home through the student.
18   **1.83.** (SDE: Consolidate Administrative Functions) For the current fiscal, any school district that has an average daily
19   membership of less than 1,500 students, has been designated in Fiscal Watch, Caution or Emergency status, has a risk assessment of
20   medium or high, has a school or is a district with an accreditation status of probation or denied, or has a school or schools that have
21   been in improvement status for three years may be directed by the State Superintendent of Education to consolidate administrative
22   and professional services with one or more school districts. Administrative and professional services may include, but are not limited
23   to: finance, human resources, procurement, administrative functions, transportation and collaboration on increasing instructional
24   offerings. The Superintendent shall notify a district in writing that they meet one or more of the criteria. The district then has thirty
25   business days from receipt of the notification to deliver a plan to the Superintendent for her approval. The Superintendent must
26   either approve or amend the plan within fifteen days. Plans must be implemented within sixty days of approval. If a district fails to
27   submit a plan, the Superintendent shall direct the consolidation of services with another school district and if the district fails to
28   comply, the department shall withhold one percent of the district's EFA allocation until the district does comply. At that time, the
29   EFA payments shall resume and any EFA funds withheld shall be allocated to the district.
30   **1.84.** (SDE: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall be
31   utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school
32   districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of
33   eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts
34   of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department
35   and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department

1   shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve
2   as a full-time school resource officer. The department is authorized to carry forward funds from the prior fiscal year and utilize these
3   funds for the same purpose.
4   **1.85.**   (SDE: Exceptional Needs Sports Participation) A student who meets the definition of 'Exceptional needs child' in Section
5   12-6-3790 (A)(2) and the definition of 'Qualifying Student' in Section 12-6-3790 (A)(5) of the 1976 Code shall be eligible to
6   participate in any sport offered at the public school for which the child is zoned to attend.
7   **1.86.**   (SDE: School Districts Capital Improvement) The funds appropriated for school district capital improvements in Proviso
8   112.1, shall be prioritized by the Department of Education pursuant to subsections (A) and (B).
9   (A) Twenty-five percent of the funds shall be made available first to a local school district or districts with an average daily
10   membership that is less than one thousand five hundred, based on the most recent student count received by the department, and that
11   is located within a county ranked as Tier IV pursuant to Section 12-6-3360(B) for 2018 which chooses to consolidate with another
12   school district located in the same county. The funds may be used to support costs directly related to the consolidation which shall
13   include, but are not limited to, salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and
14   other factors for which the district demonstrates are necessary to complete consolidation. Furthermore, the department is eligible to
15   carry forward these funds and use them for the same purpose. On or before August 1, the eligible districts must submit a preliminary
16   plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education
17   for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative
18   delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but
19   is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets
20   and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and
21   shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated
22   district.
23   (B) Any funds not used for the purposes of assisting districts eligible in (A) shall be distributed by the department to eligible
24   districts for the purpose of funding shared school facility construction and upgrades in districts with a poverty index of seventy
25   percent or higher or an index of taxpayer ability less than .009. For the purpose of this provision, "school facility" means only
26   facilities necessary for instructional and related supporting purposes including, but not limited to, classrooms, libraries, media centers,
27   laboratories, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of
28   hardware installations for classroom computers or for area network systems. Eligible school facility projects shall include and be
29   prioritized as follows: construction of shared high school and career and technology education facilities with priority given to districts
30   that submit a plan for a facility that serves multiple school districts with average daily membership counts of less than one thousand
31   five hundred and then for the following purposes: (a) health and safety upgrades; (b) technology upgrades inside school facilities;
32   (c) upgrades associated with career and technology education programs; and (d) deferred maintenance needs as described in the
33   district's capital improvement plan. For purposes of this provision, school facilities shall not include unimproved real property,
34   centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports
35   activities.

1   (i)   The department shall develop and maintain an application process for school districts to request funding for qualified
2   school projects and establish policies, procedures, and priorities for the making of grants pursuant to this provision. At least twice a
3   year and upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize
4   the eligible projects with the greatest need and shall submit a list of recommended grant awards to the State Board of Education.
5   Grants shall be awarded upon an affirmative vote of the State Board.
6   (ii)   The financial assistance provided to school districts pursuant to this provision must be used for the eligible school facility
7   project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner
8   consistent with this provision.
9   (C)   Following the close of the fiscal year, the department shall submit a report on the expenditure of funds pursuant to subsections
10   (A) and (B) for the preceding year to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House
11   Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and
12   Public Works Committee.
13   **1.87.**   (SDE: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average
14   teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the
15   Southeastern average teacher salary is projected to be $52,830. The General Assembly remains desirous of raising the average
16   teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national
17   average teacher salary.
18   Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all
19   eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule
20   utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible
21   certified teachers. For Fiscal Year 2020-21, the requirement that school districts maintain local salary supplements per teacher no
22   less than their prior fiscal year level is suspended if additional State funds fill the gap.
23   Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule for Teacher Salaries must be used to
24   increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance
25   counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and
26   audiologists in the school districts of the state by not less than four percent. Districts must use the district salary schedule utilized
27   the prior fiscal year as the basis for providing the increase.
28   For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff
29   (PCS) System.
30   **1.88.**   (SDE: School District Hold Harmless) If there is not an increase in state support for school districts that is disbursed
31   through the Education Finance Act formula pursuant to Proviso 1.3 in this Act, any district that must use reserve funds to pay for
32   teacher pay raises, to include step increases, shall be held harmless from the local school district's reserve fund requirement
33   provisions in the Fiscal Accountability Act for Fiscal Year 2020-21 and upon approval by the Department of Education.
34   **1.89.**   (SDE: Educational Services for Children with Disabilities) In order to determine whether educational services provided to
35   children with disabilities are delivered effectively and efficiently and whether services or funding should be reformed, the Department

1   of Education, in coordination with the Department of Health and Human Services, shall provide data to the Joint Legislative and
2   Citizens Committee on Children, Chairman of the Senate Finance Committee, Chairman of the Senate Education Committee,
3   Chairman of the House Ways and Means Committee and Chairman of the House Education and Public Works Committee regarding
4   services to exceptional needs children served by public schools and BabyNet as follows: (1) summary reports on the identification
5   of students in need of services through IDEA Parts C and B to include the number of students qualifying for services by district; (2)
6   information on services provided to students with IEPs in the least restrictive environment; (3) recommendations on updates to
7   student weightings and funding in the current Education Finance Act; (4) how are these services funded with federal, state and local
8   funds at the district level; and (5) prior school year outcome data for students with disabilities. The findings shall be submitted by
9   January 15, 2020.
10   **1.90.**   (SDE: Reserve Suspension) In the current fiscal year, the provisions of Section 3 of Act 593 of 1992, as amended, relating
11   to the limit on cash reserves are suspended for Dorchester County School District 2. The cash reserve may consist of state or federal
12   funds allocated to the school district pursuant to this act, as well as other funds.
13   **1.91.**   (SDE: Standards-Based Assessments Suspended) In Fiscal Year 2020-21, the provisions of Section 59-18-325(C)(3)
14   requiring science standards-based assessments of students in grade eight and social studies standards-based assessments of students
15   in grades five and seven are suspended. Of the funds available due to the suspension of these assessments, $500,000 must be used
16   by the Department of Education to fund educator professional development regarding the South Carolina Computer Science and
17   Digital Literacy Standards. The remainder of the funds shall be used to pay for industry certification/credentials as approved to
18   measure College/Career Readiness for purposes of the state accountability system.
19   **1.92.**   (SDE: Schools of Choice) For the current fiscal year, school districts are authorized to create multiple schools of choice
20   within the district. These schools of choice must meet the requirements of Section 59-19-350 of the 1976 Code.
21   **1.93.**   (SDE: Master's Plus Thirty) For school year 2020-21, the department shall continue to process the master's plus thirty
22   certificate classification in the same manner as the prior school year. Educators earning a master's degree with sixty or more semester
23   hours of graduate coursework will remain eligible for the master's plus thirty credential classification.
24   **1.94.**   (SDE: COVID-19 Emergency Powers) (A) The Superintendent of Education is authorized to exercise the following
25   emergency powers if she determines that any, or all, of them are necessary and appropriate measures in response to the COVID-19
26   public health emergency:
27   (1) waive statutory requirements concerning testing, assessments, and reporting including, but not limited to, those
28   requirements contained in Chapter 18, Title 59; Article 3, Chapter 18, Title 59; and Section 59-155-160 of the 1976 Code;
29   (2) include all days of distance learning during which instruction was provided in good faith pursuant to a school district's
30   distance learning plan as an instructional day required to meet the one hundred eighty instructional day requirement contained in
31   Section 59-1-425; and
32   (3) provide maximum programmatic and financial flexibility including, but not limited to, the authority to carry forward any
33   cash balances to local school districts adjusting to operations in response to COVID-19.
34   (B) The State Superintendent of Education is authorized to promote and encourage districts to use summer reading camps and all
35   other available tools to ensure appropriate time is spent by students to keep them on grade level and satisfy their learning needs.

1   (C) The State Superintendent of Education is authorized to carry forward any cash balances maintained by the Department of
2   Education. The superintendent is further authorized to transfer any appropriations within the department to assist local school districts
3   adjusting operations in response to COVID-19.
4   (D) The state teacher minimum salary schedule will remain at the Fiscal Year 2019-20 level. Step increases are suspended until
5   the annual general appropriations act for Fiscal Year 2020-21 is enacted.
6   (E) On or before August 1, 2020, the State Superintendent of Education shall provide a report to the Senate Finance Committee,
7   the House of Representatives Ways and Means Committee, the Senate Education Committee, and the House of Representatives
8   Education and Public Works Committee concerning the emergency powers exercised in subsection (A). The report shall identify the
9   statutory requirements waived and the reason for which the waiver was granted and identify and describe any actions taken in regards
10   to subsection (A)(3).
11
12   **SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA**
13
14   **1A.1.** (SDE-EIA: Prohibition on Appropriation Transfers) The amounts appropriated herein for aid to subdivisions or allocations
15   to school districts shall not be transferred or reduced and must be expended in accordance with the intent of the appropriation.
16   However, transfers are authorized from allocations to school districts or special line items with projected year-end excess
17   appropriations above requirements, to allocations to school districts or special line items with projected deficits in appropriations.
18   **1A.2.** (SDE-EIA: African-American History) Funds provided for the development of the African-American History curricula
19   may be carried forward into the current fiscal year. Funds that are currently a salary line item will be reallocated for the development
20   of instructional materials and programs and the implementation of professional learning opportunities that promote African American
21   history and culture. For the current fiscal year, not less than seventy percent of the funds carried forwarded must be expended for
22   the development of additional instructional materials by nonprofit organizations, school districts, or institutions of higher education
23   selected through a grant process by the Department of Education.
24   **1A.3.** (SDE-EIA: Teacher Evaluations, Implementation/Education Oversight) The Department of Education is directed to
25   oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of
26   Juvenile Justice under the ADEPT model.
27   **1A.4.** (SDE-EIA: Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has
28   instructional personnel shall receive an appropriation as recommended by the Department of Education and funded by the General
29   Assembly for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust
30   the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the
31   agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school
32   district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing
33   psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson
34   University are to be included in this allocation of funds for base salary increases. The South Carolina Governor's School for the Arts

1   and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to increase the salaries of
2   instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.
3   Teacher salary increases recommended by the Department of Education and funded in this Act shall be incorporated into each
4   agency's EIA appropriation contained in Section 1, VIII.F.
5   **1A.5.** (SDE-EIA: Work-Based Learning) Of the funds appropriated in Part IA, Section 1, VIII.A.1. for the Work-Based Learning
6   Program, $75,000 shall be used by the State Department of Education to provide for regional professional development in contextual
7   methodology techniques and integration of curriculum, and professional development in career guidance for teachers and guidance
8   counselors and training mentors. Pilot-site delivery of contextual methodology training in mathematics will be supported by
9   technology and hands-on lab activities. In addition, $500,000 shall be allocated for Regional Career Specialists. Each Regional
10   Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities
11   throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technology Education,
12   State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and
13   Technology Education, State Department of Education. The Office of Career and Technology Education, State Department of
14   Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and
15   Means Committee on accomplishments of the Career Counseling Specialists. Of the funds appropriated in the prior fiscal year,
16   unexpended funds may be carried forward to the current fiscal year and expended for the same purposes.
17   **1A.6.** (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.F. for the Teacher
18   Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center
19   for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which
20   at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers,
21   and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher
22   Cadet Program and $166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent
23   to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall
24   not be used for the operation of their established general education programs. Working with districts with an absolute rating of
25   At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA
26   will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the
27   recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds
28   are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three
29   teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina
30   State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it
31   currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment
32   projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees,
33   the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the
34   Education Oversight Committee and the Department of Education.

1   With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The
2   Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State
3   Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5)
4   South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school
5   district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a
6   private higher education institution with an approved teacher education program. The members of the committee representing the
7   public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee.
8   The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to:
9   (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating
10   for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.
11   **1A.7.** (SDE-EIA: Disbursements / Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South
12   Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, VIII.F. Other State
13   Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities
14   referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology,
15   which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office
16   is authorized to make necessary appropriation reductions in Part IA, Section 1, VIII.F. to prevent duplicate appropriations. If the
17   Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start
18   of the fiscal year do not agree with the appropriations in Part IA, Section 1, VIII.F. Other State Agencies and Entities, the "other
19   funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the
20   Comptroller General's Office to conform to the appropriations in Part IA, Section 1, VIII.F. Other State Agencies and Entities.
21   Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1,
22   VIII.C.2. Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of
23   Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, VIII.H. Charter
24   School District to the Department of Education at the start of the fiscal year from available revenue.
25   **1A.8.** (SDE-EIA: Arts in Education) Funds appropriated in Part IA, Section 1, VIII.A.1. Arts Curricula shall be used to support
26   innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance,
27   music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the
28   advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools
29   and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund
30   shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been
31   approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators.
32   Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the
33   proposed award.
34   **1A.9.** (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special
35   school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a

1   school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South
2   Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the
3   school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them
4   for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last
5   reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation
6   in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the
7   public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive
8   these funds the manner in which the funds will be dispersed. Funds may be disbursed to each teacher via check in a manner separate
9   and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current
10   contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be
11   separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special
12   schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray
13   Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and
14   Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply
15   money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required
16   before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the
17   district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will
18   purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception
19   related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify
20   any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be
21   submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.
22   Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement
23   allowed by this provision, may claim a refundable income tax credit on the teacher's 2019 tax return, provided that the return or any
24   amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars,
25   or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are
26   made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended 2019 return
27   claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require
28   whatever proof it deems necessary to implement the credit provided by this part of this provision. Any person receiving the
29   reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.
30   **1A.10.** (SDE-EIA: Teacher of the Year Awards) Of the funds provided herein for Teacher of the Year Awards, each district
31   Teacher of the Year shall receive an award of $1,000. In addition, the State Teacher of the Year shall receive an award of $25,000,
32   and each of the four Honor Roll Teachers of the Year will receive an award of $10,000. To be eligible, districts must participate in
33   the State Teacher of the Year Program sponsored by the State Department of Education. These awards shall not be subject to South
34   Carolina income taxes.

1   **1A.11.** (SDE-EIA: EOC)   The Education Oversight Committee may collect, retain and expend revenue from conference
2   registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided
3   by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any
4   unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes.
5   **1A.12.** (SDE-EIA: Technical Assistance)   In order to best meet the needs of underperforming schools, funds appropriated for
6   technical assistance must be used to provide intensive support to schools and districts with an absolute rating of below average or
7   at-risk on the most recent annual school report card or with the lowest percentages of students meeting state standards on state
8   assessments on the most recent state assessments or with the lowest high school graduation rates. The department will create a
9   system of tiers of technical assistance for low-performing schools and districts that will receive technical assistance. The tiers will
10   be determined by factors that include, but are not limited to, length of time performance of the school or district has been at-risk/below
11   average, annual achievement ratings, annual growth ratings, school or district accreditation, and/or financial risk status. The tiers of
12   technical assistance may include a per student allocation, placement of a principal mentor, transformation coach, instructional leader,
13   replacement of the principal, reconstitution of a school, and declaration of a state of emergency. Low-performing schools and districts
14   shall be placed within the tiered technical assistance framework not later than December fifteenth.
15   Low-performing schools shall receive a diagnostic review through the department. In addition, newly identified low-performing
16   schools and districts must be reviewed by an External Review Team in the year of designation, and every third year thereafter. These
17   reports shall be made available on the Department of Education's website; any information pertaining to personnel matters or
18   containing personally identifiable information shall be exempted. Based upon the recommendations in the review(s), low-performing
19   schools and districts must develop and submit to the Department of Education an updated school renewal or district strategic plan
20   outlining goals for improvements. The amended plans must address specific strategies designed to increase student achievement and
21   must include measures to evaluate the success of implementation of the plan.
22   With the funds appropriated to the Department of Education, and any experts placed in the school or district for technical assistance
23   services, the department will assist low-performing schools and districts in designing and implementing the strategies and
24   measurement identified in the amended plans and in brokering for technical assistance personnel as stipulated in the plan. In addition,
25   the department must monitor student academic achievement and progress on implementation and report their findings to the
26   Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate
27   Education Committee, the Chairman of the House Education and Public Works Committee, the local legislative delegation, and the
28   Governor in the fall following the school or district designation as low-performing. If the school or school district does not provide
29   the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be
30   subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for
31   the failure to provide the required information.
32   Funds must be used by the department for implementation and delivery of technical assistance services. Using previous report
33   card data and monitoring reports on the status of implementation of the school renewal plan, the department shall identify priority
34   schools. Funds appropriated for technical assistance shall be used by the department to work with those schools identified as
35   low-performing and to support priority schools under the tiered system. These funds shall not be transferred to any other funding

1 category by the school district without prior approval of the State Superintendent of Education and funds are not subject to agency
2 flexibility provisions.
3   Reconstitution means the redesign or reorganization of the school, which may include the declaration that all positions in the
4 school are considered vacant. Certified staff currently employed in priority schools must undergo an evaluation in the spring
5 following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment
6 at that school. Educators who were employed at a school that is being reconstituted prior to July 2009, and to whom the employment
7 and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school
8 in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators
9 who are employed in the district and assigned to the priority schools July 1, 2009, in the event of a reconstitution of the school in
10 which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff.
11 Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who on July 1, 2009, were
12 on an induction or annual contract, that subsequently were offered continuing contract status after the effective date of this proviso,
13 and are employed at a school that is subject to reconstitution under this proviso.
14   The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve
15 satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the
16 principal the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April
17 first, at which time notice shall be given to all employees of the school. The department, in consultation with the district
18 superintendent, shall develop a staffing plan and a budget for each reconstituted school.
19   The State Superintendent of Education may declare a state of emergency in a district if the accreditation status is probation or
20 denied, if a majority of the schools fail to show improvement, if the district is classified as being in "high risk" status financially, or
21 for financial mismanagement resulting in a deficit. The State Superintendent of Education may declare a state of emergency in a
22 school if the accreditation status is probation or denied, or if the school fails to show improvement. Upon declaration of a state of
23 emergency, the Superintendent may take over management of the school or district. Management of the school or district may
24 include direct management, consolidation with another district, charter management, public/private management, or contracting with
25 an educational management organization or another school district.
26   **1A.13.** (SDE-EIA: Proviso Allocations) In the event an official EIA revenue shortfall is declared by the Board of Economic
27 Advisors, the Department of Education may reduce any allocation in Section 1A specifically designated by proviso in accordance
28 with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office. No allocation for teacher
29 salaries shall be reduced as a result of this proviso.
30   **1A.14.** (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may
31 transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery
32 Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance,
33 to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated
34 specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance
35 of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for

1   Career and Technology Education, nor funds required for debt service or bonded indebtedness. All school districts must report the
2   student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The
3   department shall report this information to the General Assembly.
4   In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per
5   pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and only transportation, food
6   service, and safety within non-instruction pupil services. No portion of the seventy-five percent may be used for facilities, business
7   services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall
8   report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional
9   support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June
10   thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.
11   "In$ite" means the financial analysis model for education programs utilized by the Department of Education.
12   School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low
13   enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and
14   memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and
15   expanding virtual instruction.
16   School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.
17   Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil
18   allocation due to them for each categorical program.
19   Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school
20   district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken.
21   The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State
22   Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of
23   the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education
24   and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting,
25   and the certification must be conspicuously posted on the internet website maintained by the school district.
26   For the current fiscal year, Section 59-21-1030 is suspended. The foreign language program assessment, and the physical
27   education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the
28   most economical type of bus fuel.
29   For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school
30   districts based on weighted pupil units.
31   School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars,
32   from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made
33   available for public viewing and downloading. The register must include for each expenditure:
34   (i)   the transaction amount;
35   (ii) the name of the payee; and

1   (iii) a statement providing a detailed description of the expenditure.

2   The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must

3 not include any information that can be used to identify an individual employee. The register must be accompanied by a complete

4 explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at

5 least once a month.

6   Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards

7 maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each

8 statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the

9 thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

10   The Comptroller General must establish and maintain a website to contain the information required by this section from a school

11 district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate

12 between the school districts and search for the information they are seeking.

13   The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title

14 30, of the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of

15 Education to exercise its authority to grant waivers under Regulation 43-261.

16   **1A.15.** (SDE-EIA: Teacher Salary Supplement) The department is directed to carry forward prior year unobligated teacher salary

17 supplement and related employer contribution funds into the current fiscal year to be used for the same purpose. Any unexpended

18 funds in teacher salary supplement may be used to fund shortfalls in the associated employer contribution funding in the current

19 fiscal year.

20   **1A.16.** (SDE-EIA: Dropout Prevention and High Schools That Work Programs) The Department of Education must report

21 annually by December first, to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and

22 Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works

23 Committee on the effectiveness of dropout prevention programs funded by the Education and Economic Development Act and on

24 the High Schools that Work Programs' progress and effectiveness in providing a better prepared workforce and student success in

25 post-secondary education. The department, school districts, and special schools may carry forward unexpended funds from the prior

26 fiscal year into the current fiscal that were allocated for High Schools That Work.

27   **1A.17.** (SDE-EIA: Assessment) The department is authorized to carry forward into the current fiscal year, prior year state

28 assessment funds for the same purpose. Reimbursements shall resume in the current fiscal year for PSAT, pre-ACT or 10th grade

29 Aspire.

30   **1A.18.** (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined

31 by the Department of Education's In$ite classification for "Instruction" must be printed on the Annual School and District Report

32 Card.

33   **1A.19.** (SDE-EIA: Core Curriculum Materials) The funds appropriated in Part IA, Section 1, VIII.A.3 for instructional materials

34 for core curriculum shall be expended consistent with the requirements of Section 59-31-600 of the 1976 Code requiring the

35 development of higher order thinking skills and critical thinking which should be integrated throughout the core curriculum

1 instructional materials. Furthermore, the evaluation criteria used to select instructional materials with funds appropriated in Part IA,
2 Section 1, VIII.A.3 shall include a weight of up to ten percent of the overall criteria to the development of higher order thinking skills
3 and critical thinking.
4 **1A.20.** (SDE-EIA: Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by
5 the General Assembly in Part IA, Section 1 VIII.D. for school technology in the classroom and internet access, the State Department
6 of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency
7 standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified
8 staff's Professional Development plan. District adopted technology proficiency standards and plans should be, at minimum, aligned
9 to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the
10 requirement is a prerequisite to expenditure of a district's technology funds.
11 **1A.21.** (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the
12 Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the
13 administration of the Education Oversight Committee. For the current fiscal year the Education Oversight Committee may carry forward
14 prior year EIA South Carolina Community Block Grants for Education Pilot Program funds not awarded by the grant committee. These
15 funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a
16 return on the state's investment.
17 **1A.22.** (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the
18 provision of services to age-eligible children in poverty, as defined in Proviso 1.3 of this Act. Children with developmental delays
19 documented through state approved screening assessments or children with medically documented disabilities who do not already
20 qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll than available
21 space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage
22 of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.
23 **1A.23.** (SDE-EIA: Reading) The funds allocated to the Department of Education for reading shall be used to provide districts
24 with research-based strategies and professional development and to work directly with schools and districts to assist with
25 implementation of research-based strategies. When providing professional development the department and school districts must
26 use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall
27 establish measurements for monitoring impact on student achievement.
28 **1A.24.** (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic
29 risk of school failure, must be allocated to school districts based upon two factors: (1) poverty as determined for the poverty add on
30 weight in Proviso 1.3; and (2) the number of weighted pupil units identified in the prior fiscal year as in need of academic assistance.
31 At least eighty-five percent of the funds must be spent on instruction and instructional support for students at academic risk.
32 Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families.
33 Students at academic risk are defined as students who are not meeting grade level standards in English language arts/reading and
34 mathematics as evidenced by summative state assessments in grades three through eight or students who are not on track to meeting
35 or exceeding English language arts/reading or mathematics standards by the end of third grade. Public charter schools, the Palmetto

1 Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the
2 number of students at academic risk of school failure served.
3 **1A.25.** (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to $500,000 may be
4 expended for gifted and talented teacher endorsement and certification activities. The Department of Education must provide
5 professional development on assessing student mastery of the content standards through classroom, formative and end-of-year
6 assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development
7 Standards and provide training through telecommunication methods to school leadership on the professional development standards.
8 The department is authorized to carry forward and expend professional development funds for the same purpose.
9 **1A.26.** (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams)   Funds
10 appropriated and/or authorized for assessment shall be used for assessments to determine eligibility of students for gifted and talented
11 programs and for the cost of Advanced Placement, International Baccalaureate, and Cambridge International exams.
12 **1A.27.** (SDE-EIA: Adult Education) A minimum of thirty percent of the funds appropriated for adult education must be allocated
13 to school districts to serve adult education students between the ages of seventeen and twenty-one who are enrolled in programs
14 leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate. The remaining
15 funds will be allocated to districts based on a formula which includes factors such as target populations without a high school
16 credential, program enrollment the previous school year, number of students making an educational gain the previous school year,
17 and performance factors such as number of high school credentials and career readiness certificates awarded the previous school
18 year. Overall levels of state funding must meet the federal requirement of state maintenance of effort. Each school district must
19 collect information from both the student and the school including why the student has enrolled in Adult Education and whether or
20 not the student is pursuing a GED or Diploma. The school district must then provide a quarterly report to the Department of Education
21 and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and
22 Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education
23 Committee on the information. Up to a maximum of $300,000, of funds may be used to establish an initiative by which qualifying
24 adult education students may qualify for a free high school equivalency test. The Department of Education shall establish guidelines
25 for the free high school equivalency testing initiative.
26 **1A.28.** (SDE-EIA: Clemson Agriculture Education Teachers) The funds appropriated in Part IA, Section VIII.F. for Clemson
27 Agriculture Education Teachers must be transferred to Clemson University PSA to fund summer employment of agriculture teachers
28 and to cover state-mandated salary increases on that portion of the agriculture teachers' salaries attributable to summer employment.
29 If sufficient funds remain, Clemson University PSA may utilize such funds for a Regional Coordinator.
30 **1A.29.** (SDE-EIA: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the
31 prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current
32 school year. Public and private providers shall be funded for instructional costs at a rate of $4,600 per student enrolled. Eligible
33 students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by
34 the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a
35 reimbursement of $574 per eligible child transported. All providers who are reimbursed are required to retain records as required by

1   their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible
2   children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or
3   more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in
4   the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate
5   for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of
6   Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested
7   by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public
8   school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student
9   average daily membership.
10   Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are
11   accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department,
12   during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust
13   the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual
14   audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that
15   the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations
16   for the current fiscal year to account for the findings.
17   Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of
18   the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January
19   fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both
20   public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the
21   program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of
22   Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of
23   Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day
24   four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and
25   maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall
26   use this data and all other collected and maintained data necessary to conduct a research based review of the program's
27   implementation and assessment of student success in the early elementary grades along with information, recommendations, and a
28   timeline for how the state can increase the number of students served in high-quality programs.
29   **1A.30.** (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, VIII.A.1. Aid to Districts shall be dispersed monthly
30   to school districts. For the current fiscal year, the remaining funds shall be allocated to districts based on the number of weighted
31   pupil units.
32   **1A.31.** (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the
33   Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for
34   individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

1   **1A.32.** (SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section VIII.A.1. Aid to Districts
2 according to Proviso 1A.30 for the current fiscal year, in the event that there is a reduction in state funds or there are changes in the
3 Education Finance Act/Base Student Cost formula that would reduce support for children with disabilities, the Department of
4 Education is authorized to utilize funds appropriated in Section VIII.A.1. Aid to Districts to ensure maintenance of state financial
5 support for the IDEA. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average
6 Daily Membership or as directed by the United States Department of Education. Funds provided for these purposes may not be
7 transferred to any other purpose and therefore are not subject to flexibility. For continued compliance with the federal maintenance
8 of state financial support requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held
9 harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of state financial support
10 requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering
11 such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a
12 manner that is disproportionate to the level of overall reduction to state programs in general. By December first, the department
13 must submit an estimate of the IDEA maintenance of state financial support requirement to the General Assembly and the Governor.
14 For the current fiscal year, the department may carry forward IDEA Maintenance of Effort funds from the prior fiscal year and
15 expend them in the same manner.
16   **1A.33.** (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, $800,000
17 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally
18 certified programs in career and technology education representing the automotive, construction, engineering, healthcare, mechanical
19 contracting/construction, and hospitality tourism career clusters. Organizations applying for a grant must do so by July thirty-first
20 and the Department of Education must award a minimum of one grant of at least $150,000 in at least four of these specified career
21 clusters to be used exclusively for career and technology education. The recipient industry organization must conduct end-of-course
22 exams graded by a national industry organization and must include in their grant request how the money will be spent in direct
23 support of students to further industry-specific career technology education; a description and history of their program nationally and
24 within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August
25 first of the following year, the organization must submit to the department a report detailing how the grant increased
26 industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry
27 organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student
28 competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading
29 to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs;
30 student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors
31 about the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead
32 to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service
33 learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the
34 number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may
35 not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to

1 provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified
2 in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must
3 submit a semi-annual programmatic and financial report on the last day of December in addition to the final report due August first
4 that has been audited by a third party accounting firm.

5   **1A.34.** (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds
6 appropriated in Part IA, Section 1, VIII. F. will continue to report annually to the Education Oversight Committee (EOC). Any entity
7 receiving funds that must flow through a state agency will receive those funds through the EOC, unless requested in writing by the
8 entity to match federal or other funds. The EOC will make funding recommendations to the Governor and General Assembly as part
9 of the agency's annual budget request.

10   **1A.35.** (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section 1, VIII.F. South Carolina
11 Educational Television must provide training and technical support on the educational resources available to teachers and school
12 districts.

13   **1A.36.** (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the
14 average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school
15 year the Southeastern average teacher salary is projected to be $52,830. The General Assembly remains desirous of raising the
16 average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the
17 national average teacher salary.

18   Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all
19 eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule
20 utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible
21 certified teachers. For Fiscal Year 2020-21, the requirement that school districts maintain local salary supplements per teacher no
22 less than their prior fiscal year level is suspended if additional State funds fill the gap.

23   Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule. for Teacher Salaries must be used to
24 increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance
25 counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and
26 audiologists in the school districts of the state by not less than four percent. Districts must use the district salary schedule utilized
27 the prior fiscal year as the basis for providing the increase.

28   For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff
29 (PCS) System.

30   **1A.37.** (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for
31 PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts
32 on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to
33 pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how
34 to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. The department may carry
35 forward and expend the funds for the same purpose.

1   **1A.38.** (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT) With funds appropriated in the current
2   fiscal year, the Department of Education, school districts, the Department of Juvenile Justice and special schools of the state may
3   continue implementation of the ADEPT program. Governing boards of public institutions of higher education may provide by policy
4   or regulation for a tuition waiver for the tuition for one three-hour course at that institution for those public school teachers who serve
5   as supervisors for full-time students completing education degree requirements. Unexpended funds appropriated for this purpose
6   may be carried forward from the prior fiscal year into the current fiscal year and expended for the same purposes.
7   **1A.39.** (SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of
8   Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools
9   and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other
10   content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises
11   with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement
12   Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and
13   effectiveness.
14   **1A.40.** (SDE-EIA: STEM Centers SC) All EIA-funded entities that provide professional development and science programming
15   to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.
16   **1A.41.** (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the
17   Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the
18   assessment of public education in South Carolina that support increased student achievement in reading and college and career
19   readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for
20   planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student
21   academic success based on evidence-based models. These funds may also be used to support the innovative delivery of science,
22   technology, and genetic education and exposure to career opportunities in science, including mobile science laboratory programs, to
23   students enrolled in the Abbeville equity school districts and students in high poverty schools. These funds may also focus on
24   creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based
25   methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty
26   schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like
27   the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the
28   General Assembly on the measurement results.
29   **1A.42.** (SDE-EIA: Aid to Districts Draw Down) For the current fiscal year, in order to draw down funds appropriated in Part IA,
30   Section 1, VIII.A.1, Aid to Districts, school districts, Palmetto Unified District and the Department of Juvenile Justice must work
31   with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an
32   updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit
33   strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no
34   later than September first, of the current fiscal year. In the current fiscal year, school districts may continue to negotiate with local
35   law enforcement for the provision of School Resource Officers. The department must report to the Chairman of the House Ways

1   and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance
2   Committee and the Chairman of the Senate Education Committee by September thirtieth, of the current fiscal year, on any districts
3   that failed to submit an updated plan.

4   **1A.43.** (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic
5   Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school
6   districts, and special schools.

7   **1A.44.** (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must
8   not be less than $108,500.

9   **1A.45.** (SDE-EIA: Teach for America SC) Because Teach For America SC receives EIA funds in the current fiscal year, school
10   districts that partner with Teach For America SC are required to provide to Teach For America SC by September first annually,
11   information on the prior year's academic achievement of students who were directly taught by Teach For America corps members.
12   The information must be in a format that protects the identity of individual students and must include state assessment data as
13   appropriate.

14   **1A.46.** (SDE-EIA: EOC-South Carolina Autism Society) Of the funds appropriated in Section 1A, VIII.F. Partnerships, Education
15   Oversight Committee (A85), $500,000 must be transferred in quarterly installments from the Education Oversight Committee to the
16   South Carolina Autism Society for the Autism Parent-School Partnership Program. Beginning October 10, 2015, the South Carolina
17   Autism Society shall provide a quarterly accounting report to the Chairman of the Senate Finance Committee, the Chairman of the
18   House Ways and Means Committee and the Education Oversight Committee.

19   **1A.47.** (SDE-EIA: CHE/CERRA) The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete
20   periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the
21   current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further,
22   CERRA will continue implementing a long-range plan for approving additional TF programs at other public, four-year institutions
23   who wish to be considered to host a TF program, provided the proposed programs meet the requirements set forth by the CERRA
24   Board of Directors. CERRA will publish TF program criteria and requirements prominently on its website. Any institution who
25   applies but is not selected to host a TF program will be informed in writing of the basis for the selection decision and be offered
26   technical support if the institution elects to reapply. Any institution that applies but is not selected to host a TF program may appeal
27   to the Commission on Higher Education.

28   **1A.48.** (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to charter schools sponsored by either the South Carolina
29   Public Charter School District or a registered Institution of Higher Education, the sponsor must require each charter school to submit
30   a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership
31   and Weighted Pupil Unit membership. The South Carolina Public Charter School District or a registered Institution of Higher
32   Education shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit
33   the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance
34   Committee and the Senate Education Committee.

1   The South Carolina Public Charter School District or a registered Institution of Higher Education must also require each virtual
2   charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school
3   district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual
4   charter school district. This data must be provided to the Department of Education quarterly and must include the unique student
5   identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House
6   Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and
7   withdrawal information on June 30th of the current fiscal year.

8   **1A.49.** (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South
9   Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within
10 the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual
11 charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall
12 receive $1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public
13 Charter School District or a registered Institution of Higher Education shall receive $3,600 per weighted pupil. Three and four year
14 old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored
15 by the South Carolina Public Charter School District or registered IHE, shall receive $3,600 per student for brick and mortar charter
16 schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools
17 sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South
18 Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended
19 funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for
20 the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter
21 School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2020-21, the timelines set forth for
22 ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public
23 Charter School District if the district determines that an applicant should be permitted to amend its application to meet the
24 requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing
25 achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not
26 limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina
27 Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the
28 outcomes of this extended time for a hearing at the end of the application cycle.

29   In addition, from the EIA funds appropriated in and carried forward from Act 97 of 2017, the Department of Education shall
30 distribute to the South Carolina Public Charter School District, an amount equal to $3,600 per pupil for three and four year old
31 students with a disability, who were eligible for services under IDEA and who were enrolled in brick and mortar charter schools
32 sponsored by the district or registered institution of higher education during the 2017-2018 School Year and for whom EIA funding
33 previously was not provided. The district shall distribute the funds on a per pupil basis to the charter schools which provided the
34 IDEA services and shall not retain any portion thereof. The schools shall submit documentation of the student count to both the
35 district and the department before the funds are dispersed.

1   The Education Oversight Committee shall issue a report to the General Assembly recommending one or more funding systems for
2   charter schools using such indicators as graduation rate and academic achievement data. At a minimum the report will break out
3   graduation and achievement data by school. Any charter school receiving funding pursuant to this proviso must send the required
4   information to the Education Oversight Committee by October 1 and the Education Oversight Committee shall issue its report to the
5   General Assembly by June 1. Any school failing to report this information to the Education Oversight Committee shall have one
6   percent of the funds received pursuant to this proviso withheld until they become compliant with the data submission requirements.

7   **1A.50.** (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the
8   Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the
9   CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House
10   Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by
11   November thirtieth. The Department of Education and the Office of First Steps to School Readiness must provide any information
12   required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.

13   **1A.51.** (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for
14   Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved
15   districts experiencing excessive turnover of classroom teachers on an annual basis.

16   (B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school
17   districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

18   (1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as
19   reported on the districts' five most recent district report cards issued by the South Carolina Department of Education and are not one
20   of the fifteen wealthiest districts based on the index of taxpaying ability, may make application to participate in the program.

21   (2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for
22   participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

23   (3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created
24   pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.

25   (4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be
26   made available to individuals providing instructional services in other eligible districts.

27   (C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education
28   subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional
29   services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including
30   high-school and college or university students interested in entering the teaching profession and including individuals entering the
31   field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American and CATE
32   Work-Based Certification.

33   At a minimum, the incentives shall include:

34   (1) Development of a program for forgiveness of undergraduate student loans, not to exceed $5,000 per year, for up to 7
35   years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from

1 an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan
2 Program.
3   (2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching
4 career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the
5 participant's teaching practice, or individuals seeking an alternative pathway to certification as a teacher.
6   (3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for
7 teaching mentors not to exceed $2,500 per year.
8   (4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of
9 Education and the Education Oversight Committee consistent with the objectives of this section.
10   (D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the
11 incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they
12 participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or
13 licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed
14 period of time.
15   (E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President of the Senate, and Speaker of the
16 House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high
17 quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application
18 processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number
19 and demographics of individuals potentially eligible for each.
20   (F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal
21 years and used for the same purpose.
22   **1A.52.** (SDE-EIA: Project Read) Of the funds appropriated in Section 1A. VIII.A.3. for Reading, $500,000 must be used for
23 teacher in-service training and professional development related to Project Read. The department may set accountability guidelines
24 to ensure that funds are spent in accordance with the proviso.
25   **1A.53.** (SDE-EIA: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school
26 districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to
27 receive up to $62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.
28   (B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures,
29 except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A
30 district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or
31 a combination of these schools depending on the area of highest need in the district except in the event that the district can request
32 and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent
33 of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align
34 the placement of coaches to the district reading plan that is approved by the department.

1   (C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle
2   schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.
3   (D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as
4   an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they
5   must withhold that districts remaining balance of funds allocated pursuant to this proviso.
6   (E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach.
7   These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:
8   (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
9   (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
10   (3) holds a master's degree or higher in reading or a closely-related field.
11   Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that
12   the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including
13   the local support requirements, shall also apply to any allocations made pursuant to this paragraph.
14   (F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy
15   coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education
16   may receive up to $100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that
17   this allocation does not exceed the department's actual costs.
18   (G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund
19   Summer Reading Camps.
20   (H) For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach
21   serving in a school in which one third or more of its third grade students scoring at the lowest achievement level on the statewide
22   summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the
23   department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds
24   expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the
25   department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to:
26   a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan
27   must be approved by the department annually as part of the district reading plan.
28   (I)   The Department of Education shall require:
29   (1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported
30   reading/literacy coach; as well as the school in which the coach is assigned; and
31   (2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.
32   (J) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the
33   hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be
34   used for Summer Reading Camps.

1 (K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but
2 may not be flexed.
3 **1A.54.** (SDE-EIA: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials
4 list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption
5 process. The department shall continue to work with the publishers of instructional materials to ensure that districts have options for
6 print/digital student materials to include class sets of print student editions, if needed. Funds appropriated for the purchase of
7 instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on
8 the state-adopted instructional materials inventory, purchasing new kits or those adopted as supplemental from the central textbook
9 depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the
10 state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs,
11 equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional
12 Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the
13 department, school districts, and special schools. These funds are not subject to flexibility.
14 **1A.55.** (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward from the full-day 4K program
15 from the previous fiscal year, the Department of Education is authorized to expend up to $800,000 on assessments and professional
16 development to analyze the early literacy competencies of children in publicly funded prekindergarten. If these funds are not
17 available, funds appropriated and/or authorized for assessment shall be used to administer the prekindergarten assessments. The
18 department shall manage the administration of assessments that analyze the early literacy and language development of children in
19 publicly funded prekindergarten as done in the prior fiscal year. Each school district and private provider participating in a publicly
20 funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible
21 for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last
22 forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the
23 manner set forth by the student's Individualized Education Program or 504 Accommodations Plan and for students who are Limited
24 English Proficient according to their LEP Plan. The department will provide the assessment data to the Education Oversight
25 Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address
26 the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a
27 student to admission to prekindergarten.
28 Furthermore, up to $2,000,000 of the funds appropriated for half-day programs for four-year-olds and funds carried forward from
29 assessment must be expended by the Department of Education to administer the Kindergarten Readiness Assessment (KRA) to each
30 child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of
31 once during the first forty-five days of the school year with the results collected by the department. The results of the assessments
32 and the developmental intervention strategies recommended or services needed to address each child's identified needs must also be
33 provided, in writing, to the parent or guardian. The assessment may not be used to deny a student admission to kindergarten.
34 Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's
35 Individualized Education Program, 504 Accommodations Plan, or LEP Plan. Districts are given the option of designating up to two

1 days of the one hundred eighty day school calendar to administer the assessment to kindergarten students. The department will also
2 provide the results of the assessment of kindergarten students to the Education Oversight Committee. With available funds, the
3 department will also provide or secure training for appropriate educators in how to administer the assessment.
4   For all students assessed with the Kindergarten Readiness Assessment (KRA), the Department of Education is required to collect
5 data from schools and school districts on the prior early learning experience of each student. The data would include whether the
6 kindergartener had attended in the prior school year a Head Start program, a South Carolina Early Reading Development and
7 Education Program in a public school or a private center, a half-day 4K program in a public school, a full-day 4K program in a public
8 school, a child care center (registered faith-based, registered family home, group home, or exempt provider) or informal child care.
9 **1A.56.** (SDE-EIA: CDEPP Unexpended Funds) For Fiscal Year 2018-19, the Office of First Steps to School Readiness is
10 permitted to retain the first $1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance
11 the quality of the full-day 4K program in private centers and provide professional development opportunities.
12   By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year
13 and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose:
14 Education Oversight Committee - $1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.
15   If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata
16 basis.
17   If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall
18 be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an
19 extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of
20 eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. By August 1, the Department
21 of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of
22 eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding
23 shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the
24 length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks
25 in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end
26 of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average
27 daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide
28 professional development and quality evaluations of programs.
29   No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate
30 Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the
31 following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program
32 and the amount of money used for professional development as well as the types of professional development offered and the number
33 of participants.
34 **1A.57.** (SDE-EIA: Industry Certifications/Credentials)   Of the funds appropriated for Industry Certifications/Credentials,
35 $3,000,000 must be allocated to school districts based upon the number of national industry exams administered in the prior school

1   year with each district receiving a base amount of $10,000. The department will identify the national industry exams that will be
2   funded based upon the job availability in the state. School districts may carry forward funds from the prior fiscal year into the current
3   fiscal year and expend the funds for the cost of national industry exams. The department shall work with the Department of
4   Commerce, the Department of Employment and Workforce, state and local chambers of commerce and economic development
5   offices and the Tech Board to ensure that students are aware of the industry required credentials for current job availability in the
6   state organized by region. Any additional funds appropriated must be allocated to school districts based upon the number of national
7   industry exams/credentials earned in the prior school year, and districts must expend these funds to pay for the cost of industry exams
8   or to support students in preparing for the exams in the current fiscal year.
9   **1A.58.** (SDE-EIA: Career and Technology Education) Funds appropriated for Career and Technology Education will be
10   distributed to school districts and multi-district career centers based on the prior year actual student enrollment for career and
11   technology education courses, with no district or multi-district career center receiving less than $50,000. Funds may be expended
12   for the purchase of career and technical equipment, the up fitting of facilities and the purchase of consumables, regional career
13   specialists, and such evidence-based initiatives like High Schools that Work and Project Lead the Way. Each district must include
14   in the district plan submitted to the Office of Career and Technology Education information on other career and technical equipment
15   available. The district must include, at a minimum, equipment located at the career center and at the technical college, information
16   on the alignment of equipment to current industry jobs and needs in the state as recommended by career and technical program
17   advisory committees. District plans must include charter schools within the school district offering at least one career and technical
18   education completer program. School districts and career centers may carry forward unexpended funds to be used for the same
19   intended purposes to up fit career and technical facilities and replace career and technical program consumables. In addition,
20   $125,000 of the funds appropriated shall be allocated to the Palmetto Partners for Science and Technology for robotics competition,
21   curriculum, and support.
22   **1A.59.** (SDE-EIA: Family Connection South Carolina) Funds appropriated in Part IA, Section 1, VIII.F, Partnerships, for Family
23   Connection South Carolina (H63), shall be transferred in quarterly installments from the Department of Education to Family
24   Connection South Carolina. Funds shall be used to provide support to families of children with disabilities. Support shall include,
25   home visits, transition assistance, education assistance, parent support and parent training. The department shall establish guidelines
26   through which Family Connection South Carolina shall provide planning documents to the department not later than July fifteenth
27   of the current fiscal year, and quarterly reporting of expenditures thereafter; and a performance report submitted annually.
28   **1A.60.** (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships
29   for Innovation, $500,000 shall be allocated to parent support initiatives and afterschool programs in historically underachieving
30   communities.
31   **1A.61.** (SDE-EIA: Assistance Funding) For the current fiscal year, any funds appropriated to the Department of Education to
32   assist districts that are or were Plaintiffs in the Abbeville law suit and funding appropriated to the department to provide technical
33   assistance to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried
34   forward and expended for the same purposes.

1   **1A.62.** (SDE-EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the
2   special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who
3   are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards
4   or completed the application process prior to July 1, 2010 shall be paid a $7,500 salary supplement beginning July first in the year
5   following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governors School for
6   Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School,
7   School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The $7,500 salary
8   supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the $7,500 supplement
9   shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure.
10   In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching
11   Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national
12   board certification. National board certified teachers who have been certified by the National Board for Professional Teaching
13   Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from
14   their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and
15   continuing contract status. Their recertification cycle will be consistent with national board certification.
16   For the current fiscal year the salary supplement will be $5,000 for public school classroom teachers, to include teachers employed
17   at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools
18   who are certified by the State Board of Education and who complete the application process on or after July 1, 2010, beginning in
19   the year of achieving certification and applies uniformly to all teachers covered under Section 59-26-85(A)(2) of the 1976 Code.
20   The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou
21   Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto
22   Unified School District 1. The $5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed the lesser of,
23   the length of one national certificate cycle. However, the $5,000 supplement shall be adjusted on a pro rata basis for the teachers
24   FTE and paid to the teacher in accordance with the districts payroll procedure.
25   Teachers eligible to receive the state supplement upon achieving certification must have submitted the initial application and fee
26   for NBPTS in Fiscal Year 2017-18. The department is authorized to carry forward funds and only expend them for the same purpose.
27   Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.
28   **1A.63.** (SDE-EIA: Value-Added Accountability) With the funds appropriated for School Value Added Instrument in the current
29   fiscal year the Department of Education shall use the education value-added assessment system that was procured and administered
30   in the prior fiscal year to calculate the magnitude of student progress or growth at the school level for purposes of state and federal
31   accountability. At the discretion of the local school district, a district may use the education value-added assessment system to
32   evaluate classroom teachers using student progress or growth. The estimates of specific teacher effects on the educational progress
33   of students will not be a public record and shall be made available only to the specific teacher, principal and superintendent. In the
34   current fiscal year, the Department of Education is directed to procure a value-added assessment system, which calculates student

1   growth and includes the measurement of magnitude of growth, to be used in future school years that meets the requirements of the
2   state and federal accountability system as defined in Chapter 18 of Title 59 of the 1976 Code.

3   **1A.64.** (SDE-EIA: Educator Preparation Provider) Of the funds carried forward from the prior fiscal year, the department is
4   authorized to use up to $300,000 to develop a data system to house post-certification data and employment for Education Preparation
5   Provider (EPP) completers in accordance with S.C. Code Reg. 43-90. The system must provide the department with the ability to
6   collect, store, and disseminate data elements needed for national accreditation of providers. Such data shall be exempted from
7   disclosure under Section 30-4-40 of the 1976 Code, the South Carolina Freedom of Information Act.

8   **1A.65.** (SDE-EIA: Alternative Commitment to Truancy) As part of its plan for an alternative school, a school district receiving
9   funds from the Department of Education for an alternative school shall identify available alternatives to commitment for children
10   whose truancy is approaching the level of being referred to family court. When proceeding under Section 59-65-50 of the 1976 Code
11   to bring an individual case before the family court, the school district must present this plan as well as the district's efforts with
12   respect to the individual child to the court. Each school district's plan under this proviso shall include possible assignment to
13   alternative school for a non-attending child before petitioning the court.

14   **1A.66.** (SDE-EIA: McCormick County Schools) The Department of Revenue must directly allocate the funds appropriated under
15   VIII. F. Partnerships for John de la Howe for teacher salaries to McCormick County School District to create a school within a school
16   program to educate at-risk students, including students at John de la Howe who attend McCormick County schools. The program
17   must use an accelerated curriculum which utilizes multimedia/ multimodal learning activities to ensure academic success and
18   development of leadership and communication skills.

19   **1A.67.** (SDE-EIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants
20   committee, in Fiscal Year 2020-21, shall give priority to funding projects funded by the Education Oversight Committee Partnerships
21   of Innovation in the prior fiscal year while keeping with its established criteria. Additionally, the committee shall accept applications
22   per the established process for new grantees not to exceed the amount appropriated by the General Assembly.

23   The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the
24   grants or directly purchasing services. The committee members shall serve four year terms. The process shall include the application
25   procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members,
26   three members selected from the education community and four members selected from the business community. The chairman of
27   the committee shall be selected by the committee members at the first meeting of the committee. The suggested criteria for awarding
28   the grants to schools or school districts or directly purchasing services must include, but are not limited to:

29   (1) a demonstrated ability to meet the match throughout the granting period;
30   (2) a demonstrated ability to implement the initiative or model as set forth in the application;
31   (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student
32   achievement and ensure all students graduate college, career and civic ready;
33   (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning
34   opportunities and experiences, especially in the STEM or STEAM fields;
35   (5) blended and personalized learning focused on content mastery and experiential learning; and

1   (6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

2   No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The

3   required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee.

4   Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications

5   are judged to meet the criteria established for the grant program. The committee shall submit an annual report to the Governor, the

6   Chairman of House Ways and Means and the Chairman of Senate Finance by June 30, 2020.

7   Grantees and service providers will be required to participate in an external evaluation as prescribed by the committee and agreed

8   upon in the application and award process.

9   **1A.68.** (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the

10 revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is $7,500 per

11 year and the aggregate maximum loan amount is $27,500.

12 **1A.69.** (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year

13 of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial

14 pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition

15 of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school

16 districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts

17 participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts

18 for providing technical support to the new districts participating in the pilot program.

19 All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include,

20 but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours

21 of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school

22 days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up,

23 and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television

24 Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative

25 means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following

26 information to the Education Oversight Committee by April 1, 2021: method(s) of implementation utilized, advantages and

27 disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and

28 recommendations for how the program can be implemented statewide.

29 By June 1, 2021 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of

30 Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

31 **1A.70.** (SDE-EIA: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall

32 be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for

33 school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations

34 of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with

35 districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the

1   department and no districts shall receive an award of more than four certified school resource officer positions. In making awards
2   the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer
3   that will serve as a full-time school resource officer. The department is authorized to carry forward funds and utilize these funds for
4   the same purpose.
5   **1A.71.** (SDE-EIA: Teacher Recruitment Program)   On or before September 30th of Fiscal Year 2020-21, following the
6   development of accountability metrics, $750,000 of the funds appropriated in this Act to the Department of Education for "Rural
7   Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and
8   implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching
9   Quality (CTQ).   The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment
10   strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment
11   and/or enhance the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Part 1A.54 of this Act.
12   At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the 1-95 corridor
13   and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and
14   districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the
15   district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program
16   shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in
17   high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy
18   skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices
19   from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting
20   needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains
21   intensive mentoring and support for candidate teachers. Before any funds are disbursed to the COE, the COE and CTQ shall develop
22   accountability metrics for the pilot program that must include, at minimum, employment outcome indicators such as job placement
23   and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the
24   pilot program. No later than June 30th, program data and evidence collected as a result of this accountability requirement must be
25   shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator
26   Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee,
27   the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee and
28   the Chairman of the Senate Finance Committee.
29   **1A.72.** (SDE: Bridge Program) Of the funds appropriated for "Rural Teacher Recruitment" in Fiscal Year 2020-21, $1,400,000
30   shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit
31   minority high school students along the I-95 corridor into the teaching profession by offering them, while still in high school, access
32   to counseling, mentoring, on campus summer enrichment programs, and opportunities for dual enrollment credits at South Carolina
33   State University for the purpose of preparing these students to major in education and to become future teachers along the I-95
34   corridor. South Carolina State University must utilize $400,000 of these funds to partner with one or more institutions of higher
35   education to establish a similar bridge program. END OF PART IB OPEATION OF STATE GOVERNMENT, SECIONS 1 & 1A

EDWARD B. GRIMBALL, Chairman
ALAN D. CLEMMONS
EMERSON F. GOWER, JR.

FRANK A. RAINWATER
Executive Director

September 1, 2020

The Honorable Molly Spearman
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, S.C. 29201

Dear Superintendent Spearman:

This letter is in response to the statutory provisions regarding annual estimates of the EFA base student cost and inflation factor, Southeastern average teacher salary, weighted pupil units, and EIA revenue for FY 2021-22. Additionally, we have included the average daily membership for FY 2021-22. We are pleased to provide you with the following estimates and will be happy to answer any questions you may have.

EFA Base Student Cost and Inflation Factor

Our estimate of the base student cost for FY 2021-22 is $3,140. This is 0.8 percent below the estimate provided for the FY 2020-21 budget. Please note, although public school employee wages were growing at a rate of 3.0 percent through the end of 2019, we anticipate that effects of the COVID-19 pandemic on state revenues may impact public school employee wage growth in FY 2020-21 and our previous estimate. However, data are not available to quantify the impact at this time. Therefore, as you can see in the attached table, we have revised down our estimate of public school employee wage growth for FY 2020-21 to zero growth. The FY 2021-22 estimate is based upon 0.5 percent growth, which is the five-year average growth rate in public school wages following the most recent recession. Based upon these assumptions, the FY 2021-22 estimate and inflation factor are as follows:

FY 2020-21 Base Student Cost Provided for Budget	FY 2021-22 Base Student Cost Estimate	Inflation Factor
$3,164	$3,140	(0.8%)

Southeastern Average Teacher Salary Projections
Our estimate of the Southeastern average teacher salary for FY 2021-22 is $53,426. Many of the Southeastern states have not reported a final average teacher salary for FY 2019-20. We anticipate that COVID-19 may impact the teacher population as some teachers may retire early, while others may continue in virtual positions. However, data are not available to quantify the impact at this time. Additionally, the Southern Regional Education Board's May 2020 Legislative Report indicates that several states have rescinded plans to increase teacher salaries in FY 2020-21. As a result, our estimate for teacher salaries reflects zero growth for FY 2020-21. Our estimate for FY 2021-22 reflects 0.4 percent growth, which is the average five-year growth rate following the most recent recession for teacher salaries. The latest estimates and revisions are provided in the attached table.

Average Daily Membership and Weighted Pupil Estimates
We estimate the average daily membership (ADM) for FY 2021-22 to be 724,394 for the regular school districts, excluding special districts and the two charter school districts. For information, we estimate the total ADM for the two charter school districts to be 39,548 for FY 2021-22. The charter school districts include the South Carolina Public Charter School District and the Charter Institute at Erskine. Also, we estimate the total ADM for the special school districts to be 1,122 for FY 2021-22. The special school districts include the School for the Deaf and Blind, the Department of Juvenile Justice, and the Palmetto Unified School District.

We estimate the weighted pupil units (WPU) for FY 2021-22 to be 994,647 for the regular school districts, excluding special districts and the two charter school districts. For information, we estimate the total WPU for the two charter districts to be 51,139 for FY 2021-22. Also, we estimate the total WPU for the special school districts to be 1,857 for FY 2021-22.

In determining the FY 2021-22 estimate, we have considered a number of factors. The FY 2019-20 135-day ADM count shows an increase again this year in the number of students enrolled in the charter school districts. One public school in the Aiken County School District will transfer to the Charter Institute at Erskine in FY 2020-21. Based upon the FY 2019-20 ADM count, this transfer will increase the charter district ADM count by approximately 530 in FY 2020-21 in addition to the projected growth for new schools and additional grades. Further, the FY 2019-20 home school survey shows a slight decline in the number of students being home schooled. Although this trend may be affected by the pandemic. We also factored in school dropouts, birth rates, death rates, and Census population estimates for school aged children. Additionally, due to school closures as a result of COVID-19, we were not able to complete a private school

survey for FY 2019-20. Therefore, we are using the private school student count from the FY 2018-19 survey. While we anticipate some shifts in student counts due to COVID-19, we are uncertain where these shifts may occur since data are not available to quantify the impact. If necessary, we will update student counts once the FY 2020-21 45-day count is available.

	FY 2021-22 ADM Estimates	FY 2021-22 WPU Estimates
Regular School Districts	724,394	994,647
Charter School Districts *	39,548	51,139
Special School Districts **	1,122	1,857

* Includes the S.C. Public Charter School District and the Charter Institute at Erskine
** Includes the School for the Deaf and Blind, the Department of Juvenile Justice, and the Palmetto Unified School District

EIA Revenue
The FY 2020-21 estimate is the current forecast by the Board of Economic Advisors as of August 31, 2020. The FY 2021-22 preliminary estimate is our calculation based upon the growth in the FY 2020-21 estimate. Please note that the BEA will provide the first official estimates for FY 2021-22 in November 2020. The current EIA revenue estimates are provided in the table below:

	FY 2019-20 (actual)	FY 2020-21 (estimate)	FY 2021-22 (preliminary)
Current Estimate	$863,037,030	$879,198,000	$895,902,762

Please be advised that all estimates provided in this letter are subject to change as additional information is received.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Frank A. Rainwater
Executive Director

FAR/lpw
Enclosures: 6

cc: The Honorable Henry McMaster, Governor
       The Honorable Hugh K. Leatherman, Chairman, Senate Finance Committee
       The Honorable G. Murrell Smith, Chairman, House Ways and Means Committee
       Ms. Melanie Barton, Governor's Office
       Mr. Matthew Ferguson, Education Oversight Committee
       Mr. Brian Gaines, Executive Budget Office
       Mr. Grant Gibson, Senate Finance Committee
       Ms. Katie Nilges, Department of Education
       Ms. Kenzie Riddle, House Ways and Means Committee
       Mr. Mike Shealy, Senate Finance Committee
       Ms. Katie Turner, House Ways and Means Committee
       Ms. Nancy Williams, Department of Education

EFA FACTOR COMPUTATION

Fiscal Year	Average South-East Wage (1)	Non-Wage Index (2)	Index South-East Wage (3)	Composite Index Wages and Non-Wages (4)	Revised Estimate of Base Student Cost to Match Inflation (5)	Revised Estimate of Inflation Factor (6)	Estimate of Base Student Cost Provided for Budget (7)	Budgeted Inflation Factor (8)		Base Student Cost Approp. (9)	Base Student Cost After Mid-Yr. Cuts by B&CB (10)	Final Base Student Cost, Including S.D.E. Cuts (11)	
89-90 a/	20,026	100.0	100.0	100.0	1,467		1,467			1,467		1,467	
90-91	21,023	101.0	105.0	104.5	1,533	4.5%	1,539	4.9%		1,539		1,539	
91-92	21,226	101.1	106.0	105.4	1,546	0.9%	1,604	4.2%	*	1,562	1,505	1,505	
92-93	21,737	100.7	108.5	107.6	1,578	2.0%	1,610	3.1%	*	1,585	1,532	1,532	
93-94	22,315	104.0	111.4	110.5	1,621	2.7%	1,651	2.9%	*	1,581		1,581	
94-95	23,125	107.4	115.5	114.5	1,679	3.6%	1,652	2.4%	*	1,619		1,619	
95-96	23,726	106.1	118.5	117.0	1,716	2.2%	1,718	4.0%		1,684		1,684	
96-97	24,441	110.8	122.0	120.7	1,771	3.2%	1,778	3.5%		1,760		1,760	
97-98	25,067	112.8	125.2	123.7	1,814	2.5%	1,839	3.4%	*	1,839		1,839	
98-99	26,312	114.7	131.4	129.4	1,897	4.6%	1,879	2.2%		1,879		1,879	
99-00	27,161	118.0	135.6	133.5	1,959	3.2%	1,937	3.1%		1,937		1,937	
00-01	28,529	121.5	142.5	139.9	2,053	4.8%	2,012	3.9%		2,012	1,992	2,002	d/
01-02	29,242	125.6	146.0	143.6	2,106	2.6%	2,073	3.0%		2,073	1,940	1,881	c/
02-03	30,574	127.9	152.7	149.7	2,196	4.3%	2,133	2.9%		2,033	1,859	1,770	d/
03-04	30,766	130.7	153.6	150.9	2,213	0.8%	2,201	3.2%		1,777		1,754	
04-05	31,906	133.5	159.3	156.2	2,292	3.5%	2,234	1.5%		1,852		1,852	
05-06	33,019	137.5	164.9	161.6	2,371	3.4%	2,290	2.5%		2,290		2,290	
06-07	34,627	142.8	172.9	169.3	2,484	4.8%	2,367	3.4%		2,367		2,367	
07-08	36,176	146.5	180.6	176.5	2,590	4.3%	2,476	4.6%		2,476		2,476	
08-09	36,855	151.9	184.0	180.2	2,643	2.1%	2,578	4.1%		2,578	2,190	2,184	
09-10	36,813	154.0	183.8	180.3	2,644	0.0%	2,687	4.2%		2,034		1,756	
10-11	37,075	155.6	185.1	181.6	2,664	0.7%	2,720	1.2%		1,630		1,615	
11-12	36,923	158.7	184.4	181.3	2,660	(0.2%)	2,790	2.6%		1,880		1,880	f/
12-13	37,277	163.3	186.1	183.4	2,690	1.2%	2,790	0.0%		2,012		2,012	
13-14	37,842	166.1	189.0	186.2	2,732	1.5%	2,771	(0.7%)		2,101		2,100	
14-15	38,777	168.7	193.6	190.6	2,797	2.4%	2,742	(1.0%)		2,120		2,101	
15-16	39,550	169.9	197.5	194.2	2,849	1.9%	2,801	2.2%		2,220		2,197	
16-17	40,523	171.1	202.4	198.6	2,913	2.3%	2,933	4.7%		2,350		2,350	
17-18	41,229	174.2	205.9	202.1	2,964 r	1.7%	2,984	1.7%		2,425		2,425	
18-19	42,105	178.2	210.3	206.4	3,028 r	2.1%	3,018	1.1%		2,485		2,485	
19-20 b/	43,368	181.9	216.6	212.4	3,116 r	2.9%	3,095	2.6%		2,489		2,489	
20-21 e/	43,368	184.8	216.6	212.8	3,121 r	0.2%	3,164	2.2%		2,489 g/			
21-22 e/	43,585	187.4	217.6	214.0	3,140	0.6%	3,140	(0.8%)					

r - Revised since previous estimate
* - Inflation factor calculated from revised/funded base

Footnotes and Column Notes:

a/ Base from which increases are computed in accordance with revised methodology.
b/ July 2020 survey, latest data is the Average Southeast Wage through 2019 and subject to revision.
c/ Reflects mid-year cuts of 5.3% plus SC Department of Education's additional E.F.A. reduction for allocation to school districts of 3.96% for a net reduction of 9.26%.
d/ Reflects a 1% Budget and Control Board (B&CB) cut and a .5% SC Department of Education restoration in FY 00-01 and a 8.57% mid-year cut in FY 02-03.
e/ Estimate based on July 2020 survey, teacher salary growth, and latest Consumer Price Index.
f/ Base Student Cost Appropriated reflects additional non-recurring revenue above the $1,788 figure in Proviso 1.3.
g/ Base Student Cost Appropriated amount reflects same funding as prior year pursuant to the Continuing Resolution adopted on May 12, 2020.
(1) Computed from survey of Employment Security Commission offices in southeastern states based on wage data reported for workman's compensation program. Includes teachers and nonteachers in public schools in the Southeast.
(2) For FY 89-90 through FY 96-97, based on implicit deflator for purchases by state and local governments nationwide as projected by Evans Econometrics. Since FY 97-98, based on actual and projected growth in the Consumer Price Index.
(3) Index of column 1 based on FY 89-90.
(4) Column 2 and Column 3 weighted by 12% for Column (2) and 88% for Column (3).
(5) Column 4 times FY 89-90 base amount of $1,467. Revised after surveys to include actual data.
(6) Revised inflation factor based on actual data received from surveys.
(7) Original estimate of Base Student Cost.
(8) Original estimate of inflation factor.
(9) Base Student Cost appropriated each fiscal year. FY 09-10 does not include Federal Funds.
(10) Actual Base Student Cost funded to districts after budget cuts by the B&CB/Executive Budget Office (EBO).
(11) Actual Base Student Cost funded to districts after B&CB/EBO cuts plus cuts by the SC Department of Education.

	FY 14-15 (1)	FY 15-16 (2)	FY 16-17 (3)	FY 17-18 (3)	FY 18-19 (4)	FY 19-20 (5)		FY 20-21 (5) *		FY 21-22 (5)
Alabama	48,611	48,073	49,872	50,048	51,446	54,278	r	54,278	r	54,495
Arkansas	48,575	48,976	49,104	49,840	50,295 r	51,200	r	51,200	r	51,405
Florida	47,950	48,179	47,858	48,168	49,269 r	51,092	r	51,092	r	51,296
Georgia	53,424	54,215	55,229	56,333	57,065	59,062	r	59,062	r	59,299
Kentucky	51,635	52,618	52,812	53,450	53,923	54,372	r	54,372	r	54,589
Louisiana	49,289	49,244	49,801	50,359	50,288 r	51,243	r	51,243	r	51,448
Mississippi	43,308	44,416	44,658	44,925	45,077	46,843	r	46,843	r	47,030
N. Carolina	47,792	47,941	49,970	51,234	53,940 r	54,682	r	54,682	r	54,901
Tennessee	47,979	48,817	50,099	50,998	51,349 r	52,068	r	52,068	r	52,276
Virginia	54,486	54,891	56,351	57,253	59,297 r	60,265	r	60,265	r	60,506
W. Virginia	45,783	45,622	45,555	45,642	47,681	50,238	r	50,238	r	50,439
SE Avg. from Survey	48,985	49,363	50,119	50,750	51,785	53,213		53,213		53,426
Projected Avg. for Budget	48,892	49,796	51,495	51,966	52,152	52,830		54,165		53,426
South Carolina Actual	48,561	48,769	50,050	50,182	50,882	53,329				

Notes:
Column footnotes apply to all rows except "Projected Average for Budget"
r - Revised since previous estimate.
* - We anticipate some shifts in the teacher population, which will impact teacher salaries. Since data are not available to determine the impact, we are factoring in zero growth.

(1) Actual numbers reported by states in fall 2016 survey, updated in August 2017.
(2) Actual numbers reported by states in fall 2017 survey, updated in August 2018.
(3) Actual numbers reported by states in fall 2018 survey, updated in August 2019.
(4) Actual numbers reported by states through July 2020.
(5) Estimates from information provided by the states and recent revenue trends.

EFA BASE STUDENT COST
BSC Provided for Budget Compared to Revised BSC

Legend:
- BSC Provided for Budget
- Revised BSC to Match Inflation

Y-axis values: $3,400, $3,200, $3,000, $2,800, $2,600, $2,400, $2,200, $2,000

X-axis categories: FY 2005-06, FY 2006-07, FY 2007-08, FY 2008-09, FY 2009-10, FY 2010-11, FY 2011-12, FY 2012-13, FY 2013-14, FY 2014-15, FY 2015-16, FY 2016-17, FY 2017-18, FY 2018-19, FY 2019-20, FY 2020-21 (est), FY 2021-22 (est)
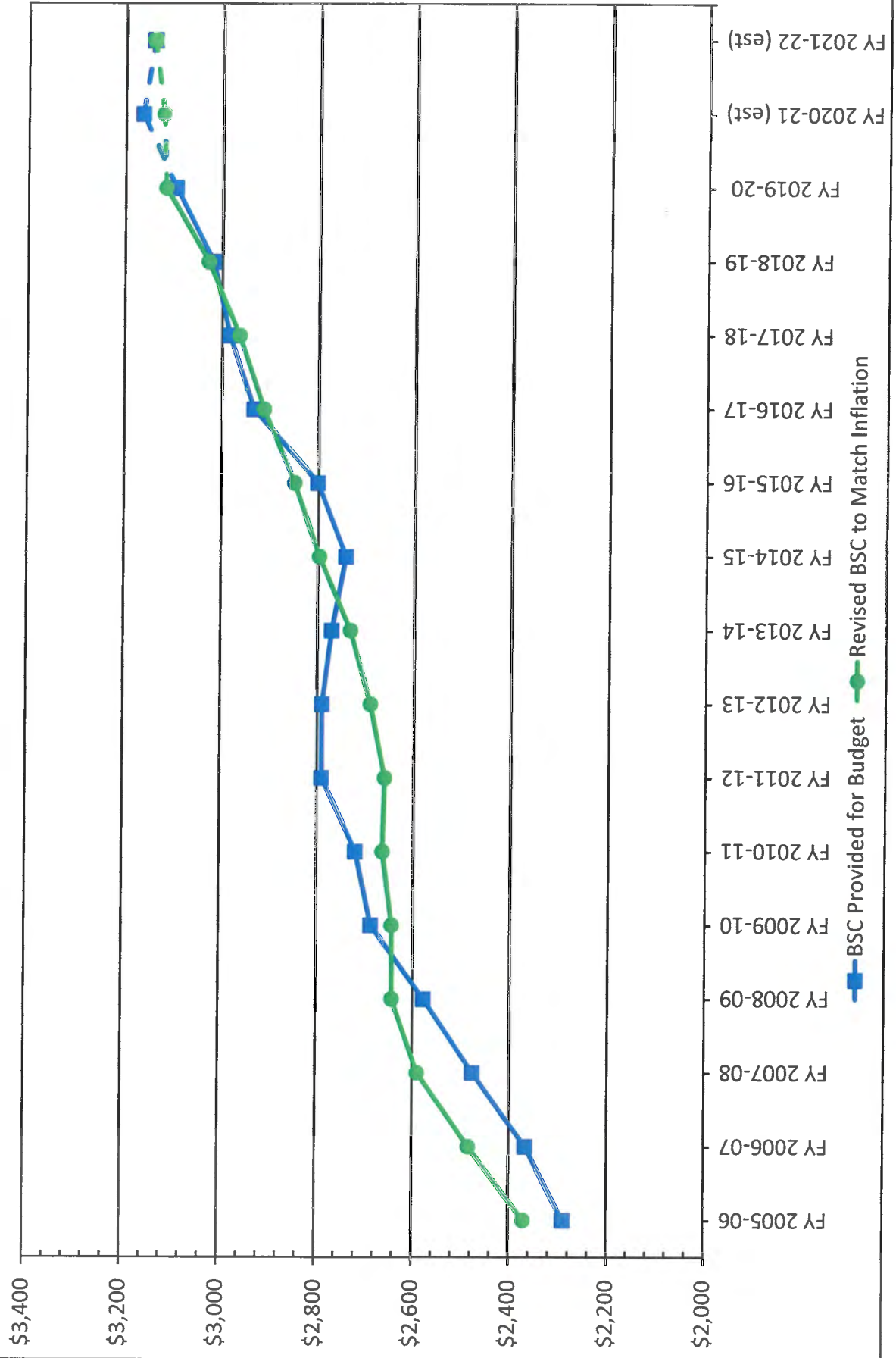
SOUTH CAROLINA AND SOUTHEASTERN AVERAGE TEACHER SALARY
Since FY 2006-07
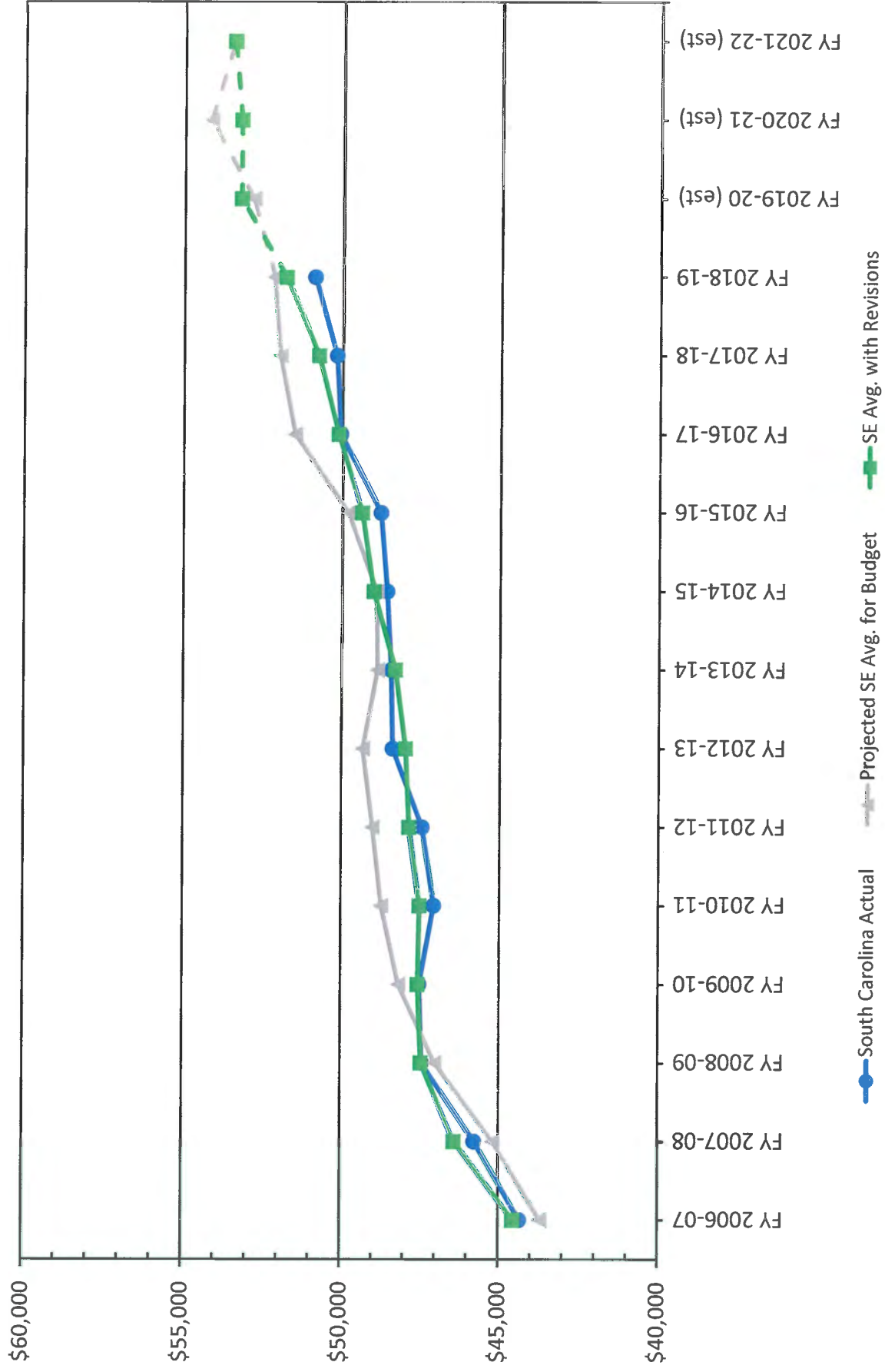
AVERAGE DAILY MEMBERSHIP
Regular School Districts and Charter Districts
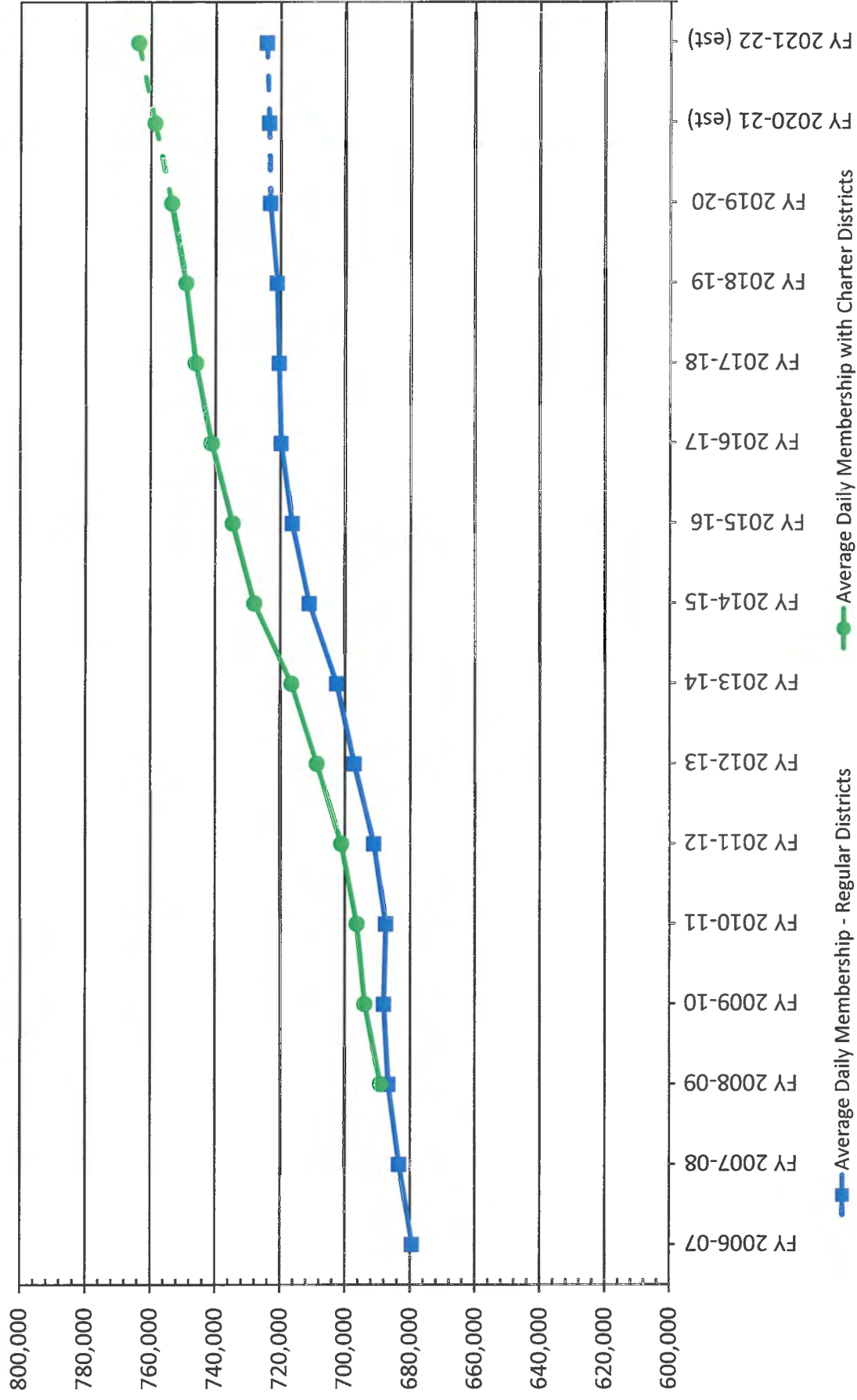
Legend:
- Average Daily Membership - Regular Districts
- Average Daily Membership with Charter Districts

Note: Charter Districts include the S.C. Public Charter School District and the Charter Institute at Erskine.

X-axis categories: FY 2006-07, FY 2007-08, FY 2008-09, FY 2009-10, FY 2010-11, FY 2011-12, FY 2012-13, FY 2013-14, FY 2014-15, FY 2015-16, FY 2016-17, FY 2017-18, FY 2018-19, FY 2019-20, FY 2020-21 (est), FY 2021-22 (est)

Y-axis values: 600,000 / 620,000 / 640,000 / 660,000 / 680,000 / 700,000 / 720,000 / 740,000 / 760,000 / 780,000 / 800,000

Source: S.C. Revenue and Fiscal Affairs Office 9/01/2020

WEIGHTED PUPIL UNITS
Regular School Districts and Charter Districts
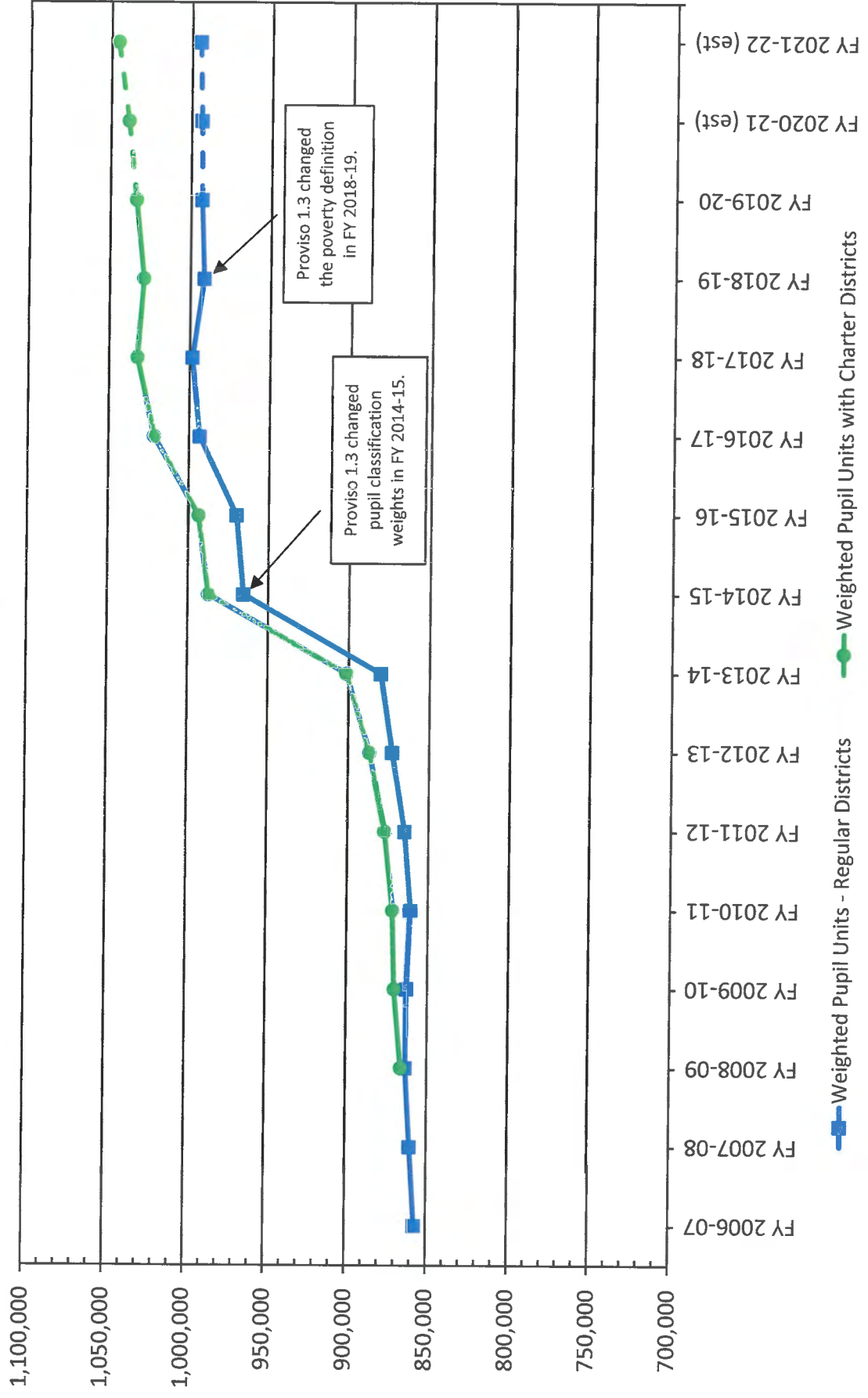
Proviso 1.3 changed the poverty definition in FY 2018-19.

Proviso 1.3 changed pupil classification weights in FY 2014-15.

Y axis: 1,100,000 / 1,050,000 / 1,000,000 / 950,000 / 900,000 / 850,000 / 800,000 / 750,000 / 700,000

X axis: FY 2006-07, FY 2007-08, FY 2008-09, FY 2009-10, FY 2010-11, FY 2011-12, FY 2012-13, FY 2013-14, FY 2014-15, FY 2015-16, FY 2016-17, FY 2017-18, FY 2018-19, FY 2019-20, FY 2020-21 (est), FY 2021-22 (est)

Legend:
— Weighted Pupil Units – Regular Districts
— Weighted Pupil Units with Charter Districts

Note: Charter Districts include the S.C. Public Charter School District and the Charter Institute at Erskine.

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
	SUB TOTAL	**$650,811,570**

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Industry Certifications	**Address**	1492 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$550,000	**FY 2021-22 EIA Funding Request**	$3,000,000

Program Contact	David Mathis Angel Malone	**Division/Office**	Office of Career and Technical Education
Contact Title	Deputy Superintendent Director	**Address**	1492 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-2577 (803) 734-8412	**Contact E-Mail**	dmathis@ed.sc.gov amalone@ed.sc.gov

Summary of Program:

The funds allocated are provided to districts to fund national industry exams, build awareness of industry credentials, and prepare students for the industry exams. All school districts and identified LEA's receive an initial allocation of $10,000 each. The remainder of the funding is distributed equally amongst districts at a per pupil rate for the amount of students who have taken an industry credential exam during the academic year and accurately recorded the information in PowerSchool.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$550,000	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$550,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health	%

EIA Programs Administered by SC Department of Education

(i.e. school nurses, mental health counselors, etc.)	
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	100%
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:	100%

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: **S.C. Code Ann. §59-18-325**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: **1A.60.**   (SDE-EIA: Industry Certifications/Credentials) **1.94.**   (SDE: Standards-Based Assessments Suspended)

Regulation(s):

n/a

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	X	No

If yes, please describe:

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20	
Problem/Issue	College and career readiness is one of the key expectations of the Profile of the South Carolina graduate. Career and Technical Education is an indicator of preparedness for academic and career success. In South Carolina, especially in rural schools and schools impacted by poverty, career and technical students face significant challenges.
Goal	Career and Technical Education programs and students will be provided with the resources needed to successfully achieve the high-skill, high-demand needs of business and industry to better prepare students for success in postsecondary and careers. In addition, the students will be provided with the resources needed to succeed at national and industry-approved credentials and certifications.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funding to support industry certifications and credentialing. Fund at a baseline allocation of $10,000 per identified LEA so that all districts can provide certification support and access.

Provide additional funding for school districts that administer industry | Districts will be able to implement high-quality career and technical education programs that result in either an end of program credential or a stackable credential given during student matriculation through a career and technical education program of study. | The usage of the $10,000 allocation per district for industry credentials and/or for industry preparation material

The amount distributed to districts with additional funds for those students who take an industry credential examination. | Percent of CTE completers who attained industry certificates increased by 8% in the 18-19 academic year. The baseline data was 43% in 16-17, 50% in 17-18, and 58% in 18-19. The projected outcome is to increase the percentage of industry credential attainment by 8% each year with a projected | Data reported via PowerSchool Data Finance documentation |

EIA Programs Administered by SC Department of Education

credential exams based on a per pupil allocation with the remaining available funds.	Provides access to national, local, and statewide industry credentials prepare students for employment and success	Successful administering of stackable credentials beginning at the middle school level.	percentage of attainment in 19-20 at 66%. The percentage of industry credential attainment in 19-20 was actually 88% which is an increase of 22%.	

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	College and career readiness is one of the key expectations of the Profile of the South Carolina graduate. Career and Technical Education is an indicator of preparedness for academic and career success. In South Carolina, especially in rural schools and schools impacted by poverty, career and technical students face significant challenges.			
Goal	Career and Technical Education programs and students will be provided with the resources needed to successfully achieve the high-skill, high-demand needs of business and industry to better prepare students for success in postsecondary and careers. In addition, the students will be provided with the resources needed to succeed at national and industry-approved credentials and certifications.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide increased funding to support industry certifications, credentialing, and preparation. Fund at a baseline allocation of $20,000 per identified LEA so that all districts can provide certification support and access from grades 6-12. Provide additional funding for those school districts that assess students on a	Districts will be able to implement high-quality career and technical education programs that result in either an end of program credential or a stackable credential given during student matriculation through a career and technical education program of study. Access to national, local, and statewide industry credentials prepare	The usage of the $10,000 allocation per district for industry credentials and/or for industry preparation material The amount distributed to districts with additional funds for those students who take an industry credential examination. Successful administering of stackable credentials beginning at the middle school level.	Percent of CTE completers who attained industry certificates increased by 8% in the 18-19 academic year. The baseline data was 43% in 16-17, 50% in 17-18, and 58% in 18-19. The projected outcome is to increase the percentage of industry credential attainment by 8% each year with a projected percentage of attainment in 19-20 at 66% and 74% in 20-21. Currently the	Data reported via PowerSchool Data Finance documentation

per pupil base with the remaining funds. Research demonstrates that investment in Career and Technology Education (CTE) does the following: • Increases overall employment outcomes and earnings of participants. • Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree. • Become an avenue for working adults in transition between jobs to return to school and get	students for employment and success from grades 6-12.		percentage of industry credential attainment is 88% which is an increase of 22% thus the projected increase for 20-21 is expected to be above 90%.	

EIA Programs Administered by SC Department of Education

retrained for a new career. • Increase overall employment outcomes and earnings of participants.				
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide increased funding to support industry certifications, credentialing, and preparation. Fund at a baseline allocation of $20,000 per identified LEA so that all districts can provide certification	Districts will be able to implement high-quality career and technical education programs that result in either an end of program credential or a stackable credential given during student matriculation through a career and technical	The usage of the $10,000 allocation per district for industry credentials and/or for industry preparation material The amount distributed to districts with additional funds for those students who take an industry credential examination.	Percent of CTE completers who attained industry certificates increased by 8% in the 18-19 academic year. The baseline data was 43% in 16-17, 50% in 17-18, and 58% in 18-19. The projected outcome is to increase the percentage of industry credential	Data reported via PowerSchool Data Finance documentation Comprehensive Local Needs Assessment Data

support and access from grades 6-12. Provide additional funding for those school districts that assess students on a per pupil base with the remaining funds.	education program of study. Access to national, local, and statewide industry credentials prepare students for employment and success from grades 6-12.	Successful administering of stackable credentials beginning at the middle school level.	attainment by 8% each year with a projected percentage of attainment in 19-20 at 66% and 74% in 20-21. Currently the percentage of industry credential attainment is 88% which is an increase of 22% thus the projected increase for 20-21 and 21-22 is projected to be above 90%.	
Research demonstrates that investment in Career and Technology Education (CTE) does the following: • Increases overall employment outcomes and earnings of participants. • Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree.				

EIA Programs Administered by SC Department of Education

• Become an avenue for working adults in transition between jobs to return to school and get retrained for a new career. • Increase overall employment outcomes and earnings of participants.			

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

No external factors impact implementation.

Fiscal Year 2020-21:

External factors that could impact the implementation and/or achievement of outcomes include:
- Access to work-based learning opportunities
- Course scheduling constraints
- Transportation barriers
- Broadband Access
- Covid-19 related issues to include building capacity, scheduling issues, and additional funding for protective measures to mitigate transmission of virus.

Fiscal Year 2021-22:
External factors that could impact the implementation and/or achievement of outcomes include:
- Access to work-based learning opportunities
- Course scheduling constraints
- Transportation barriers
- Broadband Access
- Covid-19 related issues to include building capacity, scheduling issues, and additional funding for protective measures to mitigate transmission of virus.

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.

The method used to determine the program's impact is first to fund all LEA's at a base allocation of $10,000 and then to analyze the data to fund the remaining balance to districts based on the number of assessments taken by students. The Percent of CATE completers who attained industry certificates rose from 43% (16-17), 50% (17-18), to 58% (18-19).

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' or recipients/ perceptions?

The funding has created a wealth of opportunity for the students of South Carolina. The implemented baseline allocation of $10,000 has provided a more equitable distribution of funds that will benefit the rural and poverty areas of the state. The OCTE is working diligently to provide resources and technical assistance for student success with the national and industry certifications and credentials.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____**X**_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____No increase requested.

_____X_____ 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 2020-21	**$550,000**
Amount of increase requested in EIA funding for FY 2021-22	**$2,450,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$3,000,000**

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 2021-22?

The requested increase is to annualize funding previously appropriated as non-recurring or supplemental funding via proviso 1.94. Districts have received $3 million annually and the requested increase is to ensure this funding is recurring.

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 $_16,500_____ and would impact the program accordingly: _____Less funding available for districts_____

5% Reduction in EIA funding equates to $27,500_____ and would impact the program accordingly:

_____Less funding available for districts_____

7% Reduction in EIA funding equates to $_38,500_____ and would impact the program accordingly:

_____Less funding available for districts_____

10% Reduction in EIA funding equates to $_55,000_____ and would impact the program accordingly:

_____Less funding available for districts_____

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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.

Industry Certifications/Credentials

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	3,000,000.00	550,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources: *EIA non-recurring using Proviso 1.94*		2,450,000.00
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		0
Total	3,000,000.00	3,000,000.00

Expenditures	FY 2019-20 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	3,000,000.00	3,000,000.00
Other: Transfers		
Total	3,000,000.00	3,000,000.00
Balance Remaining	-	
TOTAL:		
# FTES:		

Attachment C 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, 2020.**
- 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	Adult Education	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$15,073,736	**FY 2021-22 EIA Funding Request**	$15,073,736

Program Contact	Michael King	**Division/Office**	Office of Adult Education
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8300	**Contact E-Mail**	mrking@ed.sc.gov

Summary of Program:

Adult Education strives to assist adults in the completion of a secondary school education; become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

With the implementation of the Workforce Innovation and Opportunity Act of 2014, Adult Education activities and collaborative efforts with state and local partners have grown tremendously. Adult education services related to career pathway development, digital literacy, workplace literacy, workforce preparation activities, family literacy, integrated education and training, and integrated English literacy and civics education have been enhanced and expanded.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$15,073,736	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$15,073,736	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	100%
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: SC Code Ann. §59-20-50(b), §59-43-30, §59-43-10, §59-63-1350

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: Proviso 1A.27 (SDE-EIA: Adult Education) 1A.38 (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching - ADEPT) 1A.50 (SDE-EIA: South Carolina Public Charter School District Funding)

Regulation(s): 43-259. Adult Education 43-237.1 Adult Education Program

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.

| X | Yes | | No |

If yes, please describe: Adult Education is governed by the Federal Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128 113th Congress).

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Students 17 to 21-years of age drop out of adult education programs without completing a secondary credential, a career readiness certificate, or advancing an educational functioning level. Local adult education providers need guidance and support.
Goal	Provide guidance in the interpretation and implementation of the Profile of the SC Graduate, and the Workforce Innovation and Opportunity Act of 2014, that will help develop college and career ready students, and better alignment of adult education activities with other state and local partners.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Within the compliance Monitoring process, the	The program office provided professional	The goal is for 58% of 17-21 year olds to meet outcomes.	Adult education quarterly desktop monitoring reports	Outcomes are measured by calculating the

EIA Programs Administered by SC Department of Education

program office identifies best practices that should be shared with other local programs. Through professional development and training that occurs during Fall and Spring Training sessions to program office works to disseminate information about models and promising practices for local program staff to encourage the performance of adult education students.	development and training around Relationship Building and Goal Setting to local program College and Career Navigators.		are used to indicate significant progress	following measurable skill gains: 1. Pre and Post instructional test using Test of Adult Basic Education (TABE) assessments; 2. The completion of high school diploma requirements; completing enough high school units to move from 9th/10th grade to 11th/12th grade; or pass all sections of the high school equivalency diploma assessment (GED); and/or 3. Exit adult education and enter post-secondary education.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21	
Problem/Issue	Students 17 to 21-years of age drop out of adult education programs without completing a secondary credential, a career readiness certificate, or advancing an educational functioning level. Local adult education providers need guidance and support.
Goal	Provide guidance in the interpretation and implementation of the Profile of the SC Graduate, and the Workforce Innovation and Opportunity Act of 2014, that will help develop college and career ready students, and better alignment of adult education activities with other state and local partners.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Within the compliance Monitoring process, the program office identifies best practices that should be shared with other local programs. Through professional development and training that occurs during Fall and Spring Training sessions to program office works to disseminate information about models and promising practices for local program staff to encourage the	The program office will provide professional development and training around Relationship Building and Goal Setting to local program College and Career Navigators and other local staff.	The goal is for 59% of 17-21 year olds to meet outcomes.	Adult education quarterly desktop monitoring reports are used to indicate significant progress	Outcomes are measured by calculating the following measurable skill gains: 1. Pre and Post instructional test using Test of Adult Basic Education (TABE) assessments; 2. The completion of high school diploma requirements; completing enough high school units to move from 9th/10th grade to 11th/12th grade; or pass all sections of the

performance of adult education students.				high school equivalency diploma assessment (GED); and/or 3. Exit adult education and enter post-secondary education.
Fiscal Year 2021-22				
Problem/Issue	Students 17 to 21-years of age drop out of adult education programs without completing a secondary credential, a career readiness certificate, or advancing an educational functioning level. Local adult education providers need guidance and support.			
Goal	Provide guidance in the interpretation and implementation of the Profile of the SC Graduate, and the Workforce Innovation and Opportunity Act of 2014, that will help develop college and career ready students, and better alignment of adult education activities with other state and local partners.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Within the compliance Monitoring process, the program office identifies best practices that should be shared with other local programs. Through professional development and training that occurs during Fall and Spring Training sessions to	The program office will provide professional development and training around Relationship Building and Goal Setting to local program College and Career Navigators and other local staff.	The goal is for 60% of 17-21 year olds to meet outcomes.	Adult education quarterly desktop monitoring reports are used to indicate significant progress	Outcomes are measured by calculating the following measurable skill gains: 1. Pre and Post instructional test using Test of Adult Basic Education (TABE) assessments;

EIA Programs Administered by SC Department of Education

program office works to disseminate information about models and promising practices for local program staff to encourage the performance of adult education students.			2. The completion of high school diploma requirements; completing enough high school units to move from 9th/10th grade to 11th/12th grade; or pass all sections of the high school equivalency diploma assessment (GED); and/or 3. Exit adult education and enter post-secondary education.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- No current external factors to report for FY 2019-20 that may impact implementation or outcomes.

Fiscal Year 2020-21:

- No external factors to report that may impact implementation or outcomes.

Fiscal Year 2021-22:

- No external factors to report that may impact implementation or outcomes.

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.

Adult education programs are reviewed formally through onsite visits, and informally through desktop monitoring by Office of Adult Education (OAE) staff to access the academic strengths and weaknesses of each program. The OAE determines impact through a study of the performance measures our programs' must strive to achieve. The measures are set by the US Department of Education's Office of Career, Technical, and Adult Education (OCTAE). Data on annual performance measures is submitted to OCTAE.

Each school district adult education program has a College and Career Navigator (CCN) to assist students in their transition to higher education, employment, or the military. The CCN also helps with resume preparation, interviewing skills, job search, college application completion, and visits to colleges and potential employers.

The results for high school equivalency diploma (HSED) testing continue to be strong. The following show outcomes and pass rates for HSED testing over the past three years:
- 2017-2018 – 4,258 individuals passed – 82% pass rate
- 2018-2019 – 3,911 individuals passed – 80% pass rate
- 2019-2020 – 2,530 individuals passed – 78% pass rate

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or

During the 2019-20 school year, 7,992 17 to 21 year olds enrolled in adult education programs. Sixty-nine (69) percent (5,514) participated long enough to generate funding for the adult education program for the 2020-21 school year. Funding levels are determined by student academic performance and attendance. During 2019-20 the number of 17-21 year old students who completed a high school credential totaled 1,246 (795-HSEDs & 451 HSDs). A total of 2,139 Career Readiness Certificates at the Silver, Gold, or Platinum level were awarded to students between the ages of 17-21. A minimum of 30% of all EIA funds must be spent serving the 17-21 year old population.

Two of adult education's most successful partnerships have been with the SC Department of Social Services (DSS) and the SC Vocational Rehabilitation Department (SCVRD). During the 2019-20 school year, local DSS and Adult Education providers partnered to serve 385 SNAP recipients. The outcomes for those recipients yielded 21 high school diplomas, 32 high school equivalency diplomas, and 133 career readiness certificates. Since the 2013-14 school year, adult education programs have provided services to 29,233 DSS clients receiving SNAP benefits through and Employment and Training initiative and have awarded the following totals to those participants:

- 2,318 HSED,
- 767 High School Diplomas, and
- 7,599 Career Readiness Certificates (CRC).

The partnership between adult education and the South Carolina Vocational Rehabilitation Department has been in place for over ten years. From 2010-11 to 2019-20, 7,969 Career Readiness Certificates have been awarded to VR clients after participating in the adult education instructional program. In 2019-20, adult education providers delivered instruction towards the Career Readiness Certificate at 22 Vocational Rehabilitation Training Centers. Two hundred and forty (240) Career Readiness Certificates were awarded to VR participants with 68% at the silver level or above.

The Office of Adult Education staff are able to run multiple reports from the state-wide adult education data base which provides an accurate picture of each local adult education program. These reports indicate student attendance patterns, student successes (such as GED completion and Career Readiness Certificates earned), ages of adult education students, and the number of students making an educational gain. Low performing adult education programs are provided technical assistance. Local funding allocations are based on multiple performance factors.

The Workforce Innovation and Opportunity Act of 2014 mandates a statewide partnership between Adult Education, Vocational Rehabilitation, and the Department of Employment and Workforce. These three agencies have written a Unified State Plan outlining how services will be coordinated on the state and local level. Each of the 12 Workforce Regions have drafted their own plans. Local plans mirror the statewide plans. Emphasis was placed on providing services to undereducated and underemployed adults. Assisting adults in the completion of a high school diploma which will lead to enrollment in higher education or employment is the main emphasis of this new law.

recipients/ perceptions?

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____**X**_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$ 15,073,736**
Amount of increase requested in EIA funding for FY 2021-22	**$ 0**
Amount of decrease requested in EIA funding for FY 2021-22	**$ 0**
Total amount of EIA funding requested for FY 2021-22	**$ 15,073,736**

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 2021-22?

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 $_452,212.08_____ and would impact the program accordingly: _____Less funding available for districts_____

5% Reduction in EIA funding equates to $_753,686.80____ and would impact the program accordingly:

_____Less funding available for districts _____

7% Reduction in EIA funding equates to $_1,055,161.52____ and would impact the program accordingly:

_____Less funding available for districts _____

10% Reduction in EIA funding equates to $_1,507,376.60____ and would impact the program accordingly:

_____Less funding available for districts _____

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.

Adult Education

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	15,073,736.00	15,073,736.00
General Fund	500,000.00	500,000.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		0
Total	15,573,736.00	15,573,736.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	15,573,736.00	15,573,736.00
Other: Transfers		
Total	15,573,736.00	15,573,736.00
Balance Remaining	-	
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Aid to Districts	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$24,401,779	**FY 2021-22 EIA Funding Request**	$24,401,779

Program Contact	Melanie Cooper	**Division/Office**	Office of Finance
Contact Title	Manager, Financial Services	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8135	**Contact E-Mail**	mcooper@ed.sc.gov

Summary of Program:

Funds are used to assist the state in meeting federally-required IDEA Maintenance of Effort (MOE) for school districts should there be a shortfall in the amount of state funds made available for special education and related services, pursuant to 20 U.S.C. 1412(a)(18)(A) and 34 C.F.R. § 300.163(a).

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$24,401,779	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$24,401,779	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	50%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	50%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:	100%

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: n/a

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1A.30 (SDE-EIA: Aid to Districts) 1A.32 (SDE-EIA: IDEA Maintenance of Effort) 1A.42 (SDE-EIA: Aid to Districts Draw Down)

Regulation(s): n/a

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.

     X   Yes   No

If yes, please describe:

Funds under this Proviso exist to enable the state to meet the Maintenance of State Financial Support under the Individuals with Disabilities Education Act (IDEA), should the state's level of funding made available for special education and related services fall below the preceding year (20 U.S.C. 1412(a)(18)(A) and 34 C.F.R. § 300.163(a)).

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue	Funds are needed to meet statewide Maintenance of Effort (MOE) for special education.			
Goal	Meet statewide MOE for special education student funding.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Ensure MOE is met for South Carolina.	State MOE met and districts provided with funding.	Continue to monitor the IDEA MOE compliance after the 45th day and 135th day. 100 percent of SC districts provided with additional aid based on per pupil	Progress is if all SC districts are able to provide programs for students with disabilities.	Finance documentation

EIA Programs Administered by SC Department of Education

		weighting and provision of required safety plans.		

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Ensure MOE is met for South Carolina.	State MOE met and districts provided with funding.	Continue to monitor the IDEA MOE compliance after the 45th day and 135th day. 100 percent of SC districts provided with additional aid based on per pupil weighting and provision of required safety plans.	Progress is if all SC districts are able to provide programs for students with disabilities.	Finance documentation
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

practices support the strategies employed?)				
Ensure MOE is met for South Carolina. Funding allows districts to use best practices in support special education students. Furthermore, funding meets the federal law at 20 U.S.C. 1412(a)(18)(A) and 34 C.F.R. § 300.163(a). For the settlement agreement, extensive research/evidence is captured in the federally-approved spending plan at https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach/.	State MOE met and districts provided with funding.	Continue to monitor the IDEA MOE compliance after the 45th day and 135th day. 100 percent of SC districts provided with additional aid based on per pupil weighting and provision of required safety plans.	Progress is if all SC districts are able to provide programs for students with disabilities.	Finance documentation

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- External factors relate to the approved Settlement Agreement between the SC Department of Education, the U.S. Department of Education, and the U.S. Department of Justice, found online at https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach/

Fiscal Year 2020-21:

- The amount of revenue South Carolina ultimately generates due to impacts caused by the COVID-19 public health emergency.

Fiscal Year 2021-22:

- Any lasting impacts from the COVID-19 public health emergency.

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.

District ability to provide programs for students with disabilities is evaluated by the SC Department of Education; the State is evaluated by the US Department of Education. District outcomes are assumed under EIA statute, which supports provision of services to students with disabilities.

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' or recipients/ perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>**Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.**</u>

     A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

     _____X_____ 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 2020-21	**$24,401,779**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$24,401,779**

     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 2021-22?

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 $<u>732,053.37</u>___ and would impact the program accordingly:

     __Less funding available to districts_____

     5% Reduction in EIA funding equates to $<u>_1,220,088.95</u>___ and would impact the program accordingly:

     __Less funding available to districts_____

     7% Reduction in EIA funding equates to $<u>_1,708,124.53</u>____and would impact the program accordingly:

     ___Less funding available to districts_____

     10% Reduction in EIA funding equates to $<u>_2,440,177.9</u>____ and would impact the program accordingly:

     ____Less funding available to districts _____

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.

Aid to Districts

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	24,401,779.00	24,401,779
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	3,123.82	
Total	24,404,902.82	24,401,779.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	24,404,902.82	24,401,779.00
Other: Transfers		
Total	24,404,902.82	24,401,779.00
Balance Remaining	-	0
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Students at Risk of School Failure	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$79,551,723	**FY 2021-22 EIA Funding Request**	$79,551,723

Program Contact	Nancy Williams and Sabrina Moore	**Division/Office**	Office of Finance and Office of Student Intervention Services
Contact Title	CFO and Director of OSIS	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8433	**Contact E-Mail**	smoore@ed.sc.gov nwilliams@ed.sc.gov

Summary of Program: Funds are allocated to districts and must be used to support students at risk of school failure. Support includes, but is not limited to, academic support, family support, alternative education and alternative commitments for truant students.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$79,551,723	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$79,551,723	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	50%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	50%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:	100%

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: SC Code Ann. 59-1-450, 59-63-1300 through 59-63-1400

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1A.24 (SDE-EIA: Students at Risk of School Failure) 1A.76 (SDE-EIA: Alternative Commitment to Truancy)

Regulation(s): 43-274

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   X   No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to assist all districts in the establishment and operation of an Alternative School program that will provide appropriate	Allocate EIA funds for Students at Risk of School Failure to all districts, as well as to public charter schools, the Palmetto Unified School District, and	74 disticts in the state are served with a single or multi-district alternative school program.	• 11,439 credits were earned by students in alternative school programs	Data are gathered and compiled from the 2019-20 Alternative School Year-End Report submitted to the OSIS

EIA Programs Administered by SC Department of Education

services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.	the Department of Juvenile Justice	Over 7,300 students in grades 1-12 were served	432 students earned a high school diploma 10 students earned a GED 3,918 students served during 2019-20 were promoted to the next grade level for 2020-21	

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to assist all districts in the establishment and operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.

Research confirms that the flexible curriculum, smaller class size, lower truancy rate, and low stress environment in an alternative school program | Allocate EIA funds for Students at Risk of School Failure to all districts, as well as to public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice | Number of Alternative School Programs statewide

Number of students in grades 1-12 who are served in an Alternative School Program. | Number of credits earned by students in alternative school programs

Number of students served in an alternative school earning a high school diploma or a GED

Number of students served in an alternative school program during 2020-21 who are promoted to the next grade level for 2021-22 | # of students in alternative programs who are promoted, graduate with a diploma, and graduate on time |

EIA Programs Administered by SC Department of Education

can provide a surrounding that fosters better learning.				
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to assist all districts in the establishment and operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.

Research confirms that the flexible curriculum, smaller | Allocate EIA funds for Students at Risk of School Failure to all districts, as well as to public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice | Number of Alternative School Programs statewide

Number of students in grades 1-12 who are served in an Alternative School Program. | Number of credits earned by students in alternative school programs

Number of students served in an alternative school earning a high school diploma or a GED

Number of students served in an alternative school program during 2021-22 who are promoted to the next grade level for 2022-23 | # of students in alternative programs who are promoted, graduate with a diploma, and graduate on time |

EIA Programs Administered by SC Department of Education

class size, lower truancy rate, and low stress environment in an alternative school program can provide a surrounding that fosters better learning.			

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

None

Fiscal Year 2020-21:

Hybrid or virtual school schedules as a result of COVID-19

Fiscal Year 2021-22:

None

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.

- 7,313 students in grades 1-12 were served
- 11,439 credits were earned by students in alternative school programs
- 432 students earned a high school diploma
- 10 students earned a GED
- 3,918 students served during 2019-20 were promoted to the next grade level for 2020-21

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' or recipients/ perceptions?

Districts use funds to implement programs for students who are at risk of academic failure. The OSIS collects and reviews program plans from each districts and monitors accordingly. Districts submit end-of-year plans, which highlight their respective accomplishments, strengths, and areas where improvement is needed.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   _____X_____ No

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$ 79,551,723**
Amount of increase requested in EIA funding for FY 2021-22	**$ 0**
Amount of decrease requested in EIA funding for FY 2021-22	**$ 0**
Total amount of EIA funding requested for FY 2021-22	**$ 79,551,723**

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 2021-22?

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 $_2,386,551.69_____ and would impact the program accordingly: _____Less funding to provide support for students at risk of school failure _____

5% Reduction in EIA funding equates to $_3,977,586.15____ and would impact the program accordingly:

_____Less funding to provide support for students at risk of school failure _____

7% Reduction in EIA funding equates to $5,568,620.61_ and would impact the program accordingly:

_____Less funding to provide support for students at risk of school failure _____

10% Reduction in EIA funding equates to $_7,955,172.30_____ and would impact the program accordingly:

_____Less funding to provide support for students at risk of school failure _____

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.

Students At Risk of School Failure

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	79,551,723.00	79,551,723.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	79,551,723.00	79,551,723.00
Expenditures	**FY 2019-20 Actual**	**FY 2020-21 Estimated**
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	79,551,723.00	79,551,723.00
Other: Transfers		
Total	79,551,723.00	79,551,723.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Arts Curricular Grants	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,487,571	**FY 2021-22 EIA Funding Request**	$1,487,571

Program Contact	Gary Seaboldt	**Division/Office**	Office of Standards and Learning
Contact Title	Education Associate for the Visual and Performing Arts	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803-734-0323	**Contact E-Mail**	gseaboldt@ed.sc.gov

Summary of Program: The purpose of the Arts Curricular Grants (ACIG) is to assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. In determining the goals and objectives of the proposed grant, the applicant must address how to improve world class knowledge, world class skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate. The ACIG featured three grant programs: the Arts Teacher Institute grant, Innovative Arts Works grant (IAW), and the Distinguished Arts Program grant (DAP).

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$1,347,302.66	90.57%
Retained by this partnership/program/agency	$60.268.34	4.05%
Allocated to Other Entities (Please Explain)	$80,000	5.38%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$1,487,571	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	95%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	5%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:	100%

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: S.C. Code Ann. § 59-29-220.

> Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
>
> **1A.8 (SDE-EIA: Arts in Education)**

> Regulation(s): **N/A**

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	_____X_____	No

If yes, please describe:

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20	
Problem/Issue	Schools and districts throughout South Carolina lack the funds and resources to ensure that every student experiences a quality comprehensive arts education, regardless of the student's geographic location or financial circumstances to increase student achievement through standards-based arts instruction and to meet the Profile of the South Carolina Graduate. Districts lack the available resources to provide quality professional development for arts educators to meet state standards for arts education.
Goal	Assist schools and districts in developing and implementing arts education initiatives that support quality arts education programs to significantly improve student achievement in the areas of knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate and our current state standards for Visual and Performing Arts.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Update and Administer the South Carolina Arts Assessment program for fourth grade students in visual arts and music aligned to the *2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency* through USC Office of Research Evaluation Measurement Center.	Identify strengths and weakness trends in meeting general music and visual arts standards for fourth grade students.	Twenty-two elementary schools will participate in the South Carolina Arts Assessment Program to test their fourth grade students in visual arts and music to provide an evaluation of weakness and strength trends in standards implementation. Total number of students participating • Music: 467 • Visual Arts: 773	Arts Assessment Scores Fourth Grade Music Students: Percentages based on 22 schools. Mean Score Music: • Form 1: 22.48 • Form 2: 21.29 Visual Arts: • Form 1: 26.89 • Form 2: 27.17	The Office of Research Evaluation and Measurement Center at the University of South Carolina, College of Education administers the assessment, compiles scores, and prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results.

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		*Note: SCAAP testing was interrupted in Spring 2020 by school closures due to the COVID-19 pandemic. Only 13 of the 22 schools were able to participate, either partially or completely.	*Note: Because of COVID-19 school closures, only 13 of the 22 schools were able to participate, either partially or completely.	
The Office of Research Evaluation & Measurement Center at USC along with arts education leaders drafted a program evaluation survey that can be completed by the grants manager every year to begin collecting data on the growth of arts programs and to help determine the effectiveness of DAP grant funding over time.	Identify strength and weakness trends in K-12 arts education programming, track increased access to arts education programs, and determine growth patterns over time.	100% of schools and districts who received ACIG funding through the Distinguished Arts Programs grant will complete the program evaluation survey.	The evaluation survey was completed by 63 schools that received DAP grants, including 35 elementary schools, 19 middle school and 11 high schools. The data included overview results across all three levels of schools as well as grade band specific data.	The Office of Research Evaluation and Measurement Center at the University of South Carolina, College of Education administered the survey, compiled the data, and prepared a comprehensive analysis of the data in a technical report to SCDE.
Provided four technical assistance training sessions after the release of each updated RFP via Adobe Connect for interested grant applicants. Provide support on grants management throughout the year at various professional arts education association conferences.	Assist Schools, Districts, IHEs, and non-profit Arts Agencies with the grant application submission process. Answer questions for programmatic and fiscal requirements, and explain components of the application narrative.	Over 50 teachers, arts administrators, and arts coordinators participated in 4 technical assistance training sessions.	8 Innovative Arts Works grants were awarded 66 Distinguished Arts Programs grants were awarded

Arts Teacher Institute will be granted. Anticipated funding of 10 summer institutes. | Reader and rater scores provide feedback on strengths and weaknesses of individual grant applications. Each grant is read independently by three different grant readers/raters. |
| Distribute funds to schools and school districts under a competitive ACIG grants program (Innovative Arts | Funds and resources to schools and districts directly impact student achievement in | 74 grants were awarded to schools and districts. Anticipated total of 84 grants will be awarded (to include the Arts | Increased student achievement in the arts through expanded arts programming and | Final report information is required for each grant award which included but not limited to the |

Works and Distinguished Arts Programs Grants).	knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate.	Teacher Institute Grants) to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills, and life and career characteristics as outlined by the Profile of the South Carolina Graduate.	standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts. Districts implemented programs and courses unique to the schools, implemented programs involving community partnerships, established rigorous arts courses, developed curriculum and assessment, supported outreach programs, and supported in-depth cultural understanding.	following: a) summary of results; b) how the implementation of the grant was evaluated; c) a list of accomplishments and its impact on student achievement; d) clear description of how the standards were implemented; and e) rationale for actual expenditures.
Provide professional development arts institutes (through the Arts Teachers Institutes grant) approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts aligned with the Profile of	Available resources provide quality professional development for arts educators to meet state standards for arts education.	The SCDE has funding to sponsor 10 professional development arts institutes. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of	Educators who enroll in the arts teacher institutes will create standards-based lessons and assessments based on the new 2017 South Carolina College- and Career-Ready Standards for VPA Proficiency to use in the classroom. This professional learning will prepare teachers from all parts of the state for full implementation of the new state standards for arts education.	Survey teachers who participated in the institutes. Evaluation of the program is submitted with the final report. The results are used to modify future arts institutes. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and are due in July.

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the South Carolina Graduate.		arts schools, and district arts coordinators will be provided.		

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Fiscal Year 2020-21				
Problem/Issue	Schools and districts throughout South Carolina lack the funds and resources to ensure that every student experiences a quality comprehensive arts education, regardless of the student's geographic location or financial circumstances to increase student achievement through standards-based arts instruction and to meet the Profile of the South Carolina Graduate. Districts lack the available resources to provide quality professional development for arts educators to meet state standards for arts education.			
Goal	Assist schools and districts in developing and implementing arts education initiatives that support quality arts education programs to significantly improve student achievement in the areas of knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate and our current state standards for Visual and Performing Arts.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Collaborate with arts educators and schools to develop, pilot, and disseminate performance assessment materials and a web-based platform for sharing those materials in order to build arts assessment capacity for teachers in South Carolina. All assessments developed will be aligned to the *2017 South Carolina College- and Career-Ready*	The REM Center team will:\n\nDevelop a web-based platform for sharing arts assessment materials.\n\nDevelop arts assessment materials, including teacher and student instructions, rubrics for teachers and student self-assessment rubrics, and sample annotated student work.	A website is created, and REM Center team members are able to upload arts assessment materials for teachers to access.\n\nBy the end of the 20-21 cycle, at least 8 separate performance assessments have been created and added to the new SCAAP website. For each of the 8 tasks, benchmarked and annotated student work samples are attached to rubrics and are available for teachers to access.	The REM Center team will know that significant progress has been made if:\n\n1. Arts teachers from across South Carolina are accessing assessment materials, with annual increases in number of downloads and reach (number of schools and districts) of materials and increases of materials available.	The Research, Evaluation, and Measurement Center at the University of South Carolina, College of Education will compile a brief annual report summarizing the tasks developed and disseminated each year, with growth in usage and application of materials expected each year. The primary measures of the outputs and outcomes will

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Standards for Visual and Performing Arts Proficiency and will be developed through the Research, Evaluation, and Measurement (REM) Center in the College of Education at the University of South Carolina.	Convene subject area and grade-level working groups of arts educators to work on developing materials. Pilot assessment materials in elementary, middle, and high schools across South Carolina.	By the end of the 20-21 cycle, multiple elementary and middle-level working groups in music and visual arts have been developed. Each has developed assessment materials. High school working groups have been recruited and are beginning their work. Each performance assessment has been piloted in at least 5 schools, and feedback has been received from teachers in each pilot school.	2. Arts teachers across South Carolina are accessing SCAAP assessment resource videos, with annual increases in number and reach of videos and increases of videos available. 3. Arts teachers reporting that the access to these arts assessment materials have had an impact on their classroom assessment practice.	be: 1. The number of downloads of assessment materials on the SCAAP website. 2. The number of views of assessment videos on the SCAAP website. 3. Impact of SCAAP assessment materials on teachers' classroom assessment practice as measured by Likert-type survey scales and open-ended feedback from teachers who access SCAAP assessment materials
The Office of Research Evaluation & Measurement Center at USC along with arts education leaders drafted a program evaluation survey that can be completed by the grants manager every year to begin collecting data on the growth of arts programs and to help determine the effectiveness of DAP grant funding over time.	Identify strength and weakness trends in K-12 arts education programming, track increased access to arts education programs, and determine growth patterns over time.	100% of schools and districts who received ACIG funding through the Distinguished Arts Programs grant will complete the program evaluation survey.	Data will be analyzed from current year surveys who implemented ACIG grant programs.	The Office of Research Evaluation and Measurement Center at the University of South Carolina, College of Education will administer the survey, compile the data, and prepare a comprehensive analysis of the data in a technical report to SCDE.
Provide technical assistance training sessions	Assist Schools, Districts, IHEs, and non-profit Arts	Over 60 teachers, arts administrators, and arts	8 Innovative Arts Works grants awarded	Reader and rater scores provide feedback on

after the release of each updated RFP via Microsoft Teams/Zoom for interested grant applicants. Provide support on grants management throughout the year at various professional arts education association conferences.	Agencies with the grant application submission process. Answer questions for programmatic and fiscal requirements, and explain components of the application narrative.	coordinators participated in 4 technical assistance training sessions.	67 Distinguished Arts Programs grants awarded 10 Arts Teacher Institute grants awarded. This expansion and increase in number of schools/districts funded will require an increase in funding.	strengths and weaknesses of individual grant applications. Each grant is read independently by three different grant readers/raters.
Distribute funds to schools and school districts under a competitive ACIG grants program (Innovative Arts Works and Distinguished Arts Programs Grants).	Funds and resources to schools and districts directly impact student achievement in knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate.	We awarded 75 grants to schools and districts. A total of 85 were awarded (to include the Arts Teacher Institute Grants) to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills, and life and career characteristics as outlined by the Profile of the South Carolina Graduate.	Increased student achievement in the arts through expanded arts programming and standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts. Districts implemented programs and courses unique to the schools, implemented programs involving community partnerships, established rigorous arts courses, developed curriculum and assessment, supported outreach programs, and supported in-depth cultural understanding.	Final report information is required for each grant award which included but not limited to the following: a) summary of results; b) how the implementation of the grant was evaluated; c) a list of accomplishments and its impact on student achievement; d) clear description of how the standards were implemented; and e) rationale for actual expenditures.
Provide professional development arts institutes (through the Arts	Available resources provide quality professional development	The SCDE sponsored 10 professional development arts institutes. The arts institutes are	Educators who enroll in the arts teacher institutes will create standards-based	Survey teachers who participate in the institutes.

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Teachers Institutes grant) approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts aligned with the Profile of the South Carolina Graduate.	for arts educators to meet state standards for arts education.	held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided.	lessons and assessments based on the new 2017 South Carolina College- and Career-Ready Standards for VPA Proficiency to use in the classroom.	Evaluation of the program is submitted with the final report. The results are used to modify future arts institutes. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and will be due in July.
Fiscal Year 2021-22				
Problem/Issue	Schools and districts throughout South Carolina lack the funds and resources to ensure that every student experiences a quality comprehensive arts education, regardless of the student's geographic location or financial circumstances to increase student achievement through standards-based arts instruction and to meet the Profile of the South Carolina Graduate. Districts lack the available resources to provide quality professional development for arts educators to meet state standards for arts education.			
Goal	Assist schools and districts in developing and implementing arts education initiatives that support quality arts education programs to significantly improve student achievement in the areas of knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate and our current state standards for Visual and Performing Arts.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

Collaborate with arts educators and schools to develop, pilot, and disseminate performance assessment materials and a web-based platform for sharing those materials in order to build arts assessment capacity for teachers in South Carolina. All assessments developed will be aligned to the *2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency* and will be developed through the Research, Evaluation, and Measurement (REM) Center in the College of Education at the University of South Carolina.	The REM Center team will: Continue development of the web-based platform for sharing arts assessment materials. Review and analyze feedback from 2021-2022 to adjust and enhance the website and assessments offered to South Carolina arts educators. Develop additional arts assessment materials, including teacher and student instructions, rubrics for teachers and student self-assessment rubrics, and sample annotated student work. Convene subject area and grade-level working groups of arts educators to work on developing materials. Pilot assessment materials in elementary, middle, and high schools across South Carolina.	A website is created, and REM Center team members are able to upload arts assessment materials for teachers to access. By the end of the 21-22 cycle, at least 8 additional performance assessments have been created and added to the SCAAP website. For each of the 8 tasks, benchmarked and annotated student work samples are attached to rubrics and are available for teachers to access. By the end of the 21-22 cycle, multiple elementary, middle, and high school-level working groups in music and visual arts have been developed. Each has developed assessment materials. Each new performance assessment has been piloted in at least 5 schools, and feedback has been received from teachers in each pilot school.	The REM Center team will know that significant progress has been made if: 1. Arts teachers from across South Carolina are accessing assessment materials, with annual increases in number of downloads and reach (number of schools and districts) of materials and increases of materials available. 2. Arts teachers across South Carolina are accessing SCAAP assessment resource videos, with annual increases in number and reach of videos and increases of videos available. 3. Arts teachers reporting that the access to these arts assessment materials have had an impact on their classroom assessment practice.	The Research, Evaluation, and Measurement Center at the University of South Carolina, College of Education will compile a brief annual report summarizing the tasks developed and disseminated each year, with growth in usage and application of materials expected each year. The primary measures of the outputs and outcomes will be: 1. The number of downloads of assessment materials on the SCAAP website. 2. The number of views of assessment videos on the SCAAP website. 3. Impact of SCAAP assessment materials on teachers' classroom assessment practice as measured by Likert-type survey scales and open-ended feedback from teachers who access SCAAP assessment materials
The Office of Research Evaluation & Measurement Center at	Identify strength and weakness trends in K-12 arts education	Schools and districts who received ACIG funding through the Distinguished Arts Programs grant	Data will be analyzed from current year surveys who	The Office of Research Evaluation and Measurement Center at

USC along with arts education leaders drafted a program evaluation survey that can be completed by the grants manager every year to begin collecting data on the growth of arts programs and to help determine the effectiveness of DAP grant funding over time.	programming, track increased access to arts education programs, and determine growth patterns over time.	will complete the program evaluation survey.	implemented ACIG grant programs.	the University of South Carolina, College of Education will administer the survey, compile the data, and prepare a comprehensive analysis of the data in a technical report to SCDE.
Provide technical assistance training sessions after the release of each updated RFP via Microsoft Teams/Zoom for interested grant applicants. Provide support on grants management throughout the year at various professional arts education association conferences.	Assist Schools, Districts, IHEs, and non-profit Arts Agencies with the grant application submission process. Answer questions for programmatic and fiscal requirements, and explain components of the application narrative.	Teachers, arts administrators, and arts coordinators will participate in 4 technical assistance training sessions.	Awarding Innovative Arts Works grants, Distinguished Arts Programs grants, and Arts Teacher Institute grants. This expansion and increase in number of schools/districts funded will require an increase in funding.	Reader and rater scores provide feedback on strengths and weaknesses of individual grant applications. Each grant is read independently by three different grant readers/raters.
Distribute funds to schools and school districts under a competitive ACIG grants program (Innovative Arts Works and Distinguished Arts Programs Grants).	Funds and resources to schools and districts directly impact student achievement in knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate.	We would like to award 95 grants to schools and districts. A total of 117 grants would like to be awarded (to include the Arts Teacher Institute Grants) to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills, and life and career characteristics	Increased student achievement in the arts through expanded arts programming and standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts.	Final report information is required for each grant award which included but not limited to the following: a) summary of results; b) how the implementation of the grant was evaluated; c) a list of accomplishments and its impact on student achievement; d) clear description of how the

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		as outlined by the Profile of the South Carolina Graduate.	Districts implemented programs and courses unique to the schools, implemented programs involving community partnerships, established rigorous arts courses, developed curriculum and assessment, supported outreach programs, and supported in-depth cultural understanding.	standards were implemented; and e) rationale for actual expenditures.
Provide professional development arts institutes (through the Arts Teachers Institutes grant) approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts aligned with the Profile of the South Carolina Graduate.	Available resources provide quality professional development for arts educators to meet state standards for arts education.	The SCDE will sponsor 10 - 11 professional development arts institutes. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided.	Educators who enroll in the arts teacher institutes will create standards-based lessons and assessments based on the new 2017 South Carolina College- and Career-Ready Standards for VPA Proficiency to use in the classroom.	Survey teachers who participate in the institutes. Evaluation of the program is submitted with the final report. The results are used to modify future arts institutes. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and will be due in July.

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External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- Lack of qualified arts educators available to take the place of people who are retiring or leaving the profession.
- Lack of resources to fully implement arts education programs.
- Lack of district funds to send teachers to arts education professional development opportunities to learn best practices and innovative strategies to engage learners.
- Lack of resources to provide teachers the professional development needed to translate student data from the South Carolina Arts Assessment Program into actionable outcomes to increase student achievement.

Fiscal Year 2020-21:
- Lack of qualified arts educators available to take the place of people who are retiring or leaving the profession.
- Lack of resources to fully implement arts education programs.
- Lack of district funds to send teachers to arts education professional development opportunities to learn best practices and innovative strategies to engage learners.
- Lack of resources to provide teachers the professional development needed to translate student data from the South Carolina Arts Assessment Program into actionable outcomes to increase student achievement.
- COVID 19 impacted the implementation of arts programs and professional learning opportunities.

Fiscal Year 2021-22:

- Lack of qualified arts educators available to take the place of people who are retiring or leaving the profession.
- Lack of resources to fully implement arts education programs.
- Lack of district funds to send teachers to arts education professional development opportunities to learn best practices and innovative strategies to engage learners.
- Lack of resources to provide teachers the professional development needed to translate student data from the South Carolina Arts Assessment Program into actionable outcomes to increase student achievement.

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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.

A total of 8 Innovative Arts Works, 67 Distinguished Arts Programs, and 10 Arts Teacher Institute grants were awarded.

Increased student achievement in the arts through expanded arts programming, standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts were all outcomes of schools who received funding under the Arts Curricular Grant program. Many of the schools receiving grant funds were involved in community partnerships, establishment of rigorous arts courses, curriculum and assessment development, outreach programs, and development of in-depth cultural understanding.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives aligned to the Needs Assessment, Strategies and Activities aligned to Goals and Objectives, and a summative and formative evaluation that gives the applicant readers and raters clear indications of the planned evaluation. These steps prepare schools and districts to organize their program and set benchmarks to gauge the successful implementation of their strategic arts plans.

The Research Evaluation and Measurement Center at the University of South Carolina Education College, prepares a comprehensive analysis in a technical report of all fourth grade music and visual arts programs participating in the South Carolina Arts Assessment Program (SCAAP). Arts Assessment test results were provided but not limited to the following data: mean scores for the music assessment were: Music – 22.48 and 21.29 (Form 1 and 2, respectively), Art – 26.89 and 27.17 (form 1 and 2, respectively) an increase of 21.35 (music) and 26.70 (art) from 2019-2020.

Educators who were enrolled in the arts teacher institutes created standards based lessons and assessments to use in the classroom. Twenty-four teachers completed the second of two courses (Curriculum and Instruction for Artistically Gifted and Talented) to obtain an endorsement in teaching artistically gifted and talented students.This professional learning prepared teachers from all parts of the state for full implementation year of the new state standards for arts education.

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.

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- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. External Evaluation

Has an

The goal of the Arts Curricular Innovation grants is to raise student achievement in the arts. The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding continues to support the original goal and provides support to develop and implement appropriate curricula, instruction, and assessment based on our current state standards for the Visual and Performing Arts.

The services and activities of the Arts Curricular Innovation grants are going as planned with 85 grants awarded to schools and districts, including 10 summer arts institute grants to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills, and life and career characteristics as outlined by the Profile of the South Carolina Graduate.

The SCDE sponsored 10 professional development arts institutes in 2019-2020, with approximately 271 teachers and administrators who participated. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided. Through these professional development arts institutes current research and findings in brain research impacting the arts is provided so participants can utilize this research to maximize student learning. Also, participants become reflective teachers so they can effectively assess their own teaching strategies and outcomes and make critical judgments about their teaching and methods to improve their instructional practices. All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants' evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations and teachers' needs.

Twenty-two elementary schools participated in the South Carolina Arts Assessment Program to test their fourth grade students in visual arts and music to provide an evaluation of weakness and strength trends in standards implementation.

Total number of students participating (impacted by COVID 19)
- Music: 467
- Visual Arts: 773

independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

    _____X_____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 2020-21	**$1,487,571**
Amount of increase requested in EIA funding for FY 2021-22	**$ 0**
Amount of decrease requested in EIA funding for FY 2021-22	**$ 0**
Total amount of EIA funding requested for FY 2021-22	**$1,487,571**

    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 2021-22?

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 $ 44,627.13_____ and would impact the program accordingly: **_____Less funding to support arts initiatives_____**

    5% Reduction in EIA funding equates to $ 74,378.55__ and would impact the program accordingly:

    _____Less funding to support arts initiatives _____

    7% Reduction in EIA funding equates to $ 104,129.97__ and would impact the program accordingly:

    _____Less funding to support arts initiatives _____

    10% Reduction in EIA funding equates to $148,757.10_ and would impact the program accordingly:

    _____Less funding to support arts initiatives_____

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.

Arts Curricula

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,487,571.00	1487571
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	96,116.31	156,384.65
Total	1,583,687.31	1,643,955.65
Expenditures	**FY 2019-20 Actual**	**FY 2020-21 Estimated**
Personal Service		
Contractual Services	80,000.00	80000
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	1,347,302.66	1563955.65
Other: Transfers		
Total	1,427,302.66	1643955.65
Balance Remaining	156,384.65	0
TOTAL:		
# FTES:		

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Attachment C 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, 2020.**
- 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	Career and Technical Education	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$20,072,135	**FY 2021-22 EIA Funding Request**	$20,072,135

Program Contact	David Mathis Angel Malone	**Division/Office**	Office of Career and Technology Educaiton
Contact Title	Deputy Superintendent Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-2577 (803) 734-8412	**Contact E-Mail**	dmathis@ed.sc.gov amalone@ed.sc.gov

Summary of Program:
Allocations are provided to districts to support district purchase of career and technology (CTE) equipment, modernization of facilities, purchase of needed consumables, provision of work-based learning related to students' career goals, and school selection – through High Schools That Work (HSTW) – whole school reform models focused on graduating students who are college and career ready.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$19,947,135	99.38%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other –Palmetto Partners	$125,000	.62%
Other (Please Explain)	$	%
TOTAL:	$20,072,135	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	99.38%

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 Palmetto Partners for Science and Technology for robotics competition, curriculum, and support	.62%
TOTAL:	100%

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: §59-53-1950, §59-39-100, §59-5-61 Chapter 59 of Title 59 – South Carolina Education and Economic Development Act

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: **1A.16.** (SDE-EIA: Dropout Prevention and High Schools That Work Programs)

Regulation(s): 43-232, 43-234, 43-236, 43-272

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.

X	Yes		No

If yes, please describe:

SCDE 2019-2020 Work-Based Manual provides guidelines for work-based learning implementation, reporting procedures, and compliance. High Schools that Work is a program through the Southern Regional Education Board.

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Career and Technical Education prepares students for college readiness and careers. In South Carolina, approximately 6% of the student population in grades 9-12 are enrolled as concentrators taking two or more CTE courses in a specific career program. Approximately 95% of those students identified as CTE completers graduate on time. The direct correlation between on time graduation, career readiness, and CTE participation suggest that the number of students participating in CTE programs and courses should be significantly higher. The opportunity for access to various careers is significantly lower in rural communities.
Goal	The percentage of students identified as CTE concentrators will increase through more opportunities of awareness and access. The percentage of those students identified as CTE concentrators will positively impact the graduation rate of CTE completers.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

What relevant research, evidence or best practices support the strategies employed?)				
Funding provided to districts on per pupil basis Technical Assistance for quality program implementation Additional aid to Rural Districts	Districts focused on CTE program implementation, work based learning, and school reform	CTE Concentration rate at 7% Graduation Rate 98% Industry Credential attainment 88%	CTE concentration rate increased by 1% which is approximately 2500 additional students Graduation Rate 98% which is 3% higher than the previous year Industry Credential attainment at 88% which is approximately 22% higher than the previous year.	PowerSchool Data Financial Documentation CAR Perkins V Reporting Data Comprehensive Local Needs Assesment Data (CLNA)

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Funding provided to districts on per pupil basis

Technical Assistance for quality program implementation

Additional aid to Rural Districts

Research demonstrates that investment in Career and Technology Education (CTE) does the following:
- Increases overall employment | Districts focus on CTE program implementation, Work-Based Learning, Virtual Based Instruction, and whole school reform | CTE Concentration rate at 8% or higher
Graduation Rate 98% or higher
Industry Credential attainment 88% or higher | CTE Concentration rate at 8% or higher
Graduation Rate 98% or higher
Industry Credential attainment 88% or higher | PowerSchool Data
Financial Documentation
CAR Perkins V Reporting Data
Comprehensive Local Needs Assesment Data (CLNA) |

outcomes and earnings of participants. • Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree. • Become an avenue for working adults in transition between jobs to return to school and get retrained for a new career. • Increase overall employment outcomes and earnings of participants.			

EIA Programs Administered by SC Department of Education

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Funding provided to districts on per pupil basis

Technical Assistance for quality program implementation

Additional aid to Rural Districts

Research demonstrates that investment in Career and Technology Education (CTE) does the following:
- Increases overall employment outcomes and | Districts focus on High Quaility CTE Program implementation, Work-Based learning, and whole school reform | CTE Concentration rate at 9% or higher
Graduation Rate 98% or higher
Industry Credential attainment 88% or higher | CTE Concentration rate at 9% or higher
Graduation Rate 98% or higher
Industry Credential attainment 88% or higher | PowerSchool Data
Financial Documentation
CAR Perkins V Data
Comprehensive Local Needs Assesment Data (CLNA) |

earnings of participants. • Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree. • Become an avenue for working adults in transition between jobs to return to school and get retrained for a new career. • Increase overall employment outcomes and earnings of participants.			

2

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
External factors that could impact the implementation and/or achievement of outcomes include:
- Access to work-based learning opportunities
- Course scheduling constraints
- Transportation barriers
- Broadband Access
- Covid-19 related issues

Fiscal Year 2020-21:
External factors that could impact the implementation and/or achievement of outcomes include:
- Access to work-based learning opportunities
- Course scheduling constraints
- Transportation barriers
- Broadband Access
- Covid-19 related issues to include building capacity, scheduling issues, and additional funding for protective measures to mitigate transmission of virus.

Fiscal Year 2021-22:
External factors that could impact the implementation and/or achievement of outcomes include:
- Access to work-based learning opportunities
- Course scheduling constraints
- Transportation barriers
- Broadband Access
- Covid-19 related issues to include building capacity, scheduling issues, and additional funding for protective measures to mitigate transmission of virus.

EIA Programs Administered by SC Department of Education

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.

The method used to determine the program's impact is first to fund all LEA's at per pupil allocation with a minimum of a $50,000 allocation. Then offer additional assistance to those LEA's categorized as rural. The Percent of CTE completers who attained industry certificates rose from 43% (16-17), 50% (17-18), to 58% (18-19), to 88% (19-20). The graduation rate of CTE completers rose from 92% (17-18) to 95% (18-19), to 98% (19-20) and The CTE concentration rate remained at 6% for 17-18 and 18-19. The CTE concentration rate increased by 1% in 19-20.

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' or recipients/ perceptions?

The funding has created a wealth of opportunity for the students of South Carolina. The implemented baseline allocation of $50,000 has provided a more equitable distribution of funds that will benefit the rural and poverty areas of the state. The OCTE is working diligently to provide resources and technical assistance with concentrated focus on rural schools for the implementation of Quality CTE programs.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____X_____ 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 2020-21	$20,0720135
Amount of increase requested in EIA funding for FY 2021-22	$0
Amount of decrease requested in EIA funding for FY 2021-22	$0
Total amount of EIA funding requested for FY 2021-22	$20,072,135

      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 2021-22?

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 $<u>602,164.05__</u> and would impact the program accordingly:
      <u>_____ Less funding to provide CATE equipment and support work based learning initiatives_____</u>

      5% Reduction in EIA funding equates to $<u>1,003,606.75_</u> and would impact the program accordingly:

      <u>_____Less funding to provide CATE equipment and support work based learning initiatives</u>

      7% Reduction in EIA funding equates to $<u>1,405,049.45_</u> and would impact the program accordingly:

      <u>_____Less funding to provide CATE equipment and support work based learning initiatives _____</u>

      10% Reduction in EIA funding equates to $<u>2,007,213.50_</u> and would impact the program accordingly:

      <u>_ Less funding to provide CATE equipment and support work based learning initiatives _____</u>

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.

Career and Technology Education

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	20,072,135.00	20,072,135
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	20,072,135.00	20,072,135.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	20,072,135.00	20,072,135.00
Other: Transfers		
Total	20,072,135.00	20,072,135.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Summer Reading Camps	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$7,500,000	**FY 2021-22 EIA Funding Request**	$7,500,000

Program Contact	Quincie Moore	**Division/Office**	Office of Early Learning and Literacy (OELL)
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	**Contact E-Mail**	qmoore@ed.sc.gov

Summary of Program:

The South Carolina Read to Succeed Act requires that students who are significantly below third-grade reading proficiency be provided the opportunity to receive quality, intensive instructional services through a summer reading camp, which operates for at least six weeks, four hours a day, four days a week or the equivalent of 96 instructional hours.

During the third nine weeks of school, all third grade students are assessed using a reliable and research-based formative assessment tool. Those students not reading at grade level based on the proficiency cut score determined by the South Carolina Department of Education (SCDE) qualified to attend the summer reading camp. Camps are taught by teachers who are licensed and have documented success in helping students comprehend grade-level texts, as well as experience with working with struggling readers. Parents/guardians were notified within the third nine weeks of school that their child qualified to attend the camp.

Schools and districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based organizations, businesses, pediatrics and family medical practices, and other groups to provide volunteers, mentors tutors, space, or other support to assist with the provision of the summer reading camp. The SCDE is charged with evaluating the effectiveness of summer reading camps.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$6,800,000	90.7%
Retained by this partnership/program/agency	$700,000	9.3%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$7,500,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	100%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:	100%

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:
S.C. Code Ann. §59-155-130 (2014)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1.58 (SDE: Summer Reading Camps) 1A.56 (SDE-EIA: Reading/Literacy Coaches)—mentions Summer Reading Camps

Regulation(s):
N/A

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	X	No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Third grade students are not reading proficiently on grade level.
Goal	Mitigate the summer reading loss for third grade students and provide extended opportunities for third grade students to demonstrate grade level proficiency. Establish summer reading camps that provide rigorous strategy-based instruction that supports comprehension, increased student engagement, and the development of the student's self-efficacy in order to become successful readers.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

Provide professional development for summer reading camp (SRC) stakeholders in preparation for camp instruction.	Professional development provides SRC site leaders, administrators, reading coaches, and teachers with effective strategies for summer reading camp instruction.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for SRC stakeholders to receive up to date information.	Literacy Specialists and the OELL team will reach 100% of participating districts.	Communication records, PLO sign-in sheets, Literacy Symposium attendance records and participant survey, and site visit records. 2019-20 Outcome: 95% of districts attended the annual Literacy Symposium, and 90% sent participants to professional development on Read to Succeed.
Conduct technical assistance sessions for district leaders to explain the importance and expectations for SRC.	State officials are able to communicate key technical information with all district stakeholders.	The OELL will offer multiple technical assistance sessions for SRC site leaders.	90% of districts will attend at least one technical assistance or PowerSchool training session in preparation for camps.	Session attendance records and post-camp data submissions. 2019-20 Outcome: The annual technical assistance sessions were cancelled due to the COVID closures.
Maintain support for all Abbeville districts operating summer reading camps.	Maintaining the number of districts receiving support will ensure that teachers receive up to date information on effective strategies.	The OELL will provide SRC support in a variety of ways, including on-site visits, virtual support, and professional learning opportunities.	100% of Abbeville plaintiff districts will receive support from a Literacy Specialist or OELL staff member.	SRC Monitoring Tool and site visit records. 2019-20 Outcome: 100% of districts holding summer learning received virtual

EIA Programs Administered by SC Department of Education

				support from a Literacy Specialist. Additionally, a new webpage with video modules and lessons developed by the OELL for summer learning received over 60,000 views in the month of July.
Increase the percentage of students who demonstrate reading gains during the SRC.	Students who are able to demonstrate successful literacy growth by the end of the SRC will be better prepared for fourth grade.	The OELL will use last year's post-camp achievement data and next year's pre-camp self-study guide to target support and resources for under-performing districts.	70% of students will demonstrate reading gains over the summer.	Analysis of post-camp data collection. 2019-20 Outcome: Data is still being collected for Academic Recovery Camps and will be submitted later this fall to the EOC. In 2018-19, 67% of students demonstrated reading gains during SRC.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Third grade students are not reading proficiently on grade level.			
Goal	Mitigate the summer reading loss for third grade students and provide extended opportunities for third grade students to demonstrate grade level proficiency. Establish summer reading camps that provide rigorous strategy-based instruction that supports comprehension, increased student engagement, and the development of the student's self-efficacy in order to become successful readers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide professional development for summer reading camp (SRC) stakeholders in preparation for camp instruction.	Professional development provides SRC site leaders, administrators, reading coaches, and teachers with effective strategies for summer reading camp instruction.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for SRC stakeholders to receive up to date information.	Literacy Specialists and the OELL team will reach 100% of participating districts.	Communication records, PLO sign-in sheets, Literacy Symposium attendance records and participant survey, and site visit records.
Conduct technical assistance sessions for district leaders to explain the importance and expectations for SRC.	State officials are able to communicate key technical information with all district stakeholders.	The OELL will offer multiple technical assistance sessions for SRC site leaders.	90% of districts will attend at least one technical assistance or PowerSchool training session in preparation for camps, and at least 75%	Session attendance records and post-camp data submissions.

EIA Programs Administered by SC Department of Education

			of districts will correctly submit required SRC data through PowerSchool by the deadline.	
Maintain support for all Abbeville districts operating summer reading camps.	Maintaining the number of districts receiving support will ensure that teachers receive up to date information on effective strategies.	The OELL will provide SRC support in a variety of ways, including on-site visits, virtual support, and professional learning opportunities.	100% of Abbeville plaintiff districts will receive support from a Literacy Specialist or OELL staff member.	SRC Monitoring Tool and site visit records.
Increase the percentage of students who demonstrate reading gains during the SRC.	Students who are able to demonstrate successful literacy growth by the end of the SRC will be better prepared for fourth grade.	The OELL will use last year's post-camp achievement data and next year's pre-camp self-study guide to target support and resources for under-performing districts.	70% of students will demonstrate reading gains over the summer.	Analysis of post-camp data collection.

EIA Programs Administered by SC Department of Education

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide professional development for summer reading camp (SRC) stakeholders in preparation for camp instruction.	Professional development provides SRC site leaders, administrators, reading coaches, and teachers with effective strategies for summer reading camp instruction.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for SRC stakeholders to receive up to date information.	Literacy Specialists and the OELL team will reach 100% of participating districts.	Communication records, PLO sign-in sheets, Literacy Symposium attendance records and participant survey, and site visit records.
Conduct technical assistance sessions for district leaders to explain the importance and expectations for SRC.	State officials are able to communicate key technical information with all district stakeholders.	The OELL will offer multiple technical assistance sessions for SRC site leaders.	90% of districts will attend at least one technical assistance or PowerSchool training session in preparation for camps, and at least 80% of districts will correctly submit required SRC data through PowerSchool by the deadline.	Session attendance records and post-camp data submissions.

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Maintain support for all Abbeville districts operating summer reading camps.	Maintaining the number of districts receiving support will ensure that teachers receive up to date information on effective strategies.	The OELL will provide SRC support in a variety of ways, including on-site visits, virtual support, and professional learning opportunities.	100% of Abbeville plaintiff districts will receive support from a Literacy Specialist or OELL staff member.	SRC Monitoring Tool and site visit records.
Increase the percentage of students who demonstrate reading gains during the SRC.	Students who are able to demonstrate successful literacy growth by the end of the SRC will be better prepared for fourth grade.	The OELL will use last year's post-camp achievement data and next year's pre-camp self-study guide to target support and resources for under-performing districts.	73% of students will demonstrate reading gains over the summer.	Analysis of post-camp data collection.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- Some districts have expressed that it is often difficult to find high-quality, literacy-endorsed teachers to work at summer reading camps, particularly in small and rural districts.

Fiscal Year 2020-21:

- Student summer outcomes may look different than in prior years due to COVID-19 learning gaps.
- The proposed Read to Succeed legislative changes require districts to offer summer camp for underperforming K-3 students, but the updated legislation does not currently provide more money for districts for the camps. Many districts already struggle to adequately fund summer reading camps for third grade students only; adding three new grade levels without an increase in funding would be financially impossible for districts.
- Some districts have expressed that it is often difficult to find high-quality, literacy-endorsed teachers to work at summer reading camps, particularly in small and rural districts.

Fiscal Year 2021-22:

- Student summer outcomes may look different than in prior years due to COVID-19 learning gaps.
- The proposed Read to Succeed legislative changes require districts to offer summer camp for underperforming K-3 students, but the updated legislation does not currently provide more money for districts for the camps. Many districts already struggle to adequately fund summer reading camps for third grade students only; adding three new grade levels without an increase in funding would be financially impossible for districts.
- Some districts have expressed that it is often difficult to find high-quality, literacy-endorsed teachers to work at summer reading camps, particularly in small and rural districts.

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

A. Outcomes

- SRC Symposium Surveys: The third annual Leaders Making Readers SC Read to Succeed Summer Reading Camp Symposium was held in February 2020 as a collaboration between the SCDE, SC Education Oversight Committee, Richland County Library, South Carolina State Library, and the SC Afterschool Alliance. During this event, district instructional leaders and Summer Reading Camp directors from districts attended to learn and share summer reading camp best practices. Following the symposium, a survey was provided to collect data regarding the value of the breakout sessions, to ascertain the participants' level of confidence to plan and implement a quality Read to Succeed summer camp, and to gauge planning needs for future symposiums by seeking feedback regarding pre-camp needs (staff training, materials, etc.). Additionally, participants provided feedback for topics that could be covered during future Read to Succeed Symposiums.

- Pre-camp data collection: The Office of Early Learning and Literacy partnered with the Office of Research and Data Analysis to provide updated training and technical documents on the move to PowerSchool for summer data collection. Due to the COVID closures, the use of PowerSchool for summer reading camp data was postponed until the 2020-21 school year. The offices will continue to host trainings and information sessions for districts during winter and spring 2021.

- Post-camp data collection: Through the Office of Research and Data Analysis (ORDA), districts submitted post-camp data measuring key indicators, such as student attendance, student reading performance, student demographic information, and budget expenditures for both the 2018-19 and 2019-20 camps. This annual data collection allowed the SCDE to assess student grade level mastery and ensured that districts are complying with the retention mandate and good cause exemptions as outlined in the Read to Succeed Act.

- Retention-specific survey: The Office of Early Learning and Literacy disseminated a brief, electronic survey directly to district leaders to gather immediate post-camp data on the number of students retained and the number promoted to fourth grade using a good cause exemption. This survey allowed the department to quickly gauge the number of retentions, both statewide and by district, and provided the office a preliminary set of data to compare to the post-camp survey following the data verification process.

B. 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.

- SRC monitoring tool: The monitoring tool used by Literacy Specialists and the Office of Early Learning staff allows the department to measure the quality of instruction and literacy-rich environment at each visited SRC site. After site visits, department staff provide written feedback and suggested improvements to SRC directors as well as use the collected data to measure district-wide classroom indicators of quality. Additionally, this data is collected and utilized to plan upcoming professional opportunities for districts, schools, administrators, and teachers.

- Technical assistance survey: The Office of Early Learning and Literacy hosts a link on the South Carolina Department of Education website where districts and schools can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form

The full SCDE Summer Reading Camp report to the State Board of Education and the General Assembly is currently in development and will be available this winter.

C. 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' or recipients/ perceptions?

•

The statewide Summer Reading Camps continue to be an important tool in bringing struggling readers up to grade level and preventing summer learning slide among our state's underserved students. Each year, the SCDE continues to offer support to an increasing number of districts through targeted and differentiated requests for technical assistance and professional learning opportunities. The OELL staff collaborates as a team; counties share a pair of literacy experts - a literacy specialist and an early learning specialist - who work to provide targeted support to teachers based upon district needs. The OELL office continues to recruit, retain, and coach new and veteran literacy coaches to maintain the office's work with literacy across the state.

In spring 2019, the OELL distributed a pre-camp self-study guide developed by the Regional Educational Laboratory (REL) Southeast to SRC district staff. This optional, research-based guide allows districts to reflect on their planning and preparation for the camps and to identify any gaps or needs before the camps begin. The guide responses also allow SCDE staff to more accurately target their support of districts both before and during the summer.

In order to better gauge the perceptions and opinions of SRCs, the department sends an annual post-camp satisfaction survey to SRC site leaders. The survey gives these key stakeholders an opportunity to reflect on the support they received over the summer from the SCDE and to offer suggestions for how the state could improve or adjust the support given to districts. This data is collected and analyzed by OELL staff annually and shared with the Literacy Symposium Planning Committee.

Additionally, Act 213 of 2018 was signed into law. The South Carolina Multi-Tiered System of Supports Framework represents the collaboration between SCDE offices to prepare and support districts to implement SC MTSS for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in improving learning and college and career readiness for all students. This framework helps districts and schools identify those students who are most at risk and personalize their learning plans through intensive academic and/or social emotional supports and identify those students who are at some risk and provide the appropriate supports. This framework allows students to move between the tiers of support and receive interventions within the classroom and during summer reading camps. MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to an education aligned with the Profile of the South Carolina Graduate. Districts and schools can significantly and positively impact student outcomes through the guarantee of outstanding universal teaching with a common purpose of improving student achievement.

D. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$7,500,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$7,500,000**

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 2021-22?

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 $225,000_ and would impact the program accordingly:
____Less funding to provide summer reading camp opportunities for students in need_____

5% Reduction in EIA funding equates to $375,000 and would impact the program accordingly:

_____Less funding to provide summer reading camp opportunities for students in need ____

7% Reduction in EIA funding equates to $525,000_ and would impact the program accordingly:

__Less funding to provide summer reading camp opportunities for students in need_____

10% Reduction in EIA funding equates to $750,000_ and would impact the program accordingly:

___Less funding to provide summer reading camp opportunities for students in need _____

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.

Summer Reading Camp

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	7,500,000.00	7,500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year*		700,000.00
Total	7,500,000.00	8,200,000.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)	-	80,000.00
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	6,800,000.00	8,120,000.00
Other: Transfers		
Total	6,800,000.00	8,200,000.00
Balance Remaining	700,000.00	-
TOTAL:		
# FTES:		

*- Although this appropriation does not have carryforward authority, SCDE utilized the State Superintendent's Authority in ACT 142 to carryforward $700,000 normally awarded to entities for the Community Parntership Grants due to the Covid-19 pandemic.

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Reading Coaches	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$9,922,556	**FY 2021-22 EIA Funding Request**	$9,922,556

Program Contact	Quincie Moore	**Division/Office**	Office of Early Learning and Literacy (OELL)
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	**Contact E-Mail**	qmoore@ed.sc.gov

Summary of Program:

The Read to Succeed Coach Initiative provides funding for school-based reading coaches in primary, elementary, and/or middle schools to support student achievement in literacy. The school-based reading coaches attend monthly professional learning opportunities and participate in an online courses taught by the SCDE Literacy Specialists. The professional learning opportunities, held in different locations around the state, and the online course will lead to the Read to Succeed Coach earning his/her R2S Teacher Endorsement as well as the R2S Coach Endorsement, depending on the number of course credit hours he/she earns. Literacy Specialists also offer virtual and onsite support to the school-based reading coaches.

Further, school-based reading coaches receive virtual and on-site support from regionally assigned Literacy Specialists. Coaches also have access to professional books and articles in order to deepen their knowledge of literacy and how to coach their colleagues in order to improve instructional practices. A blended model (virtual and onsite) of support is provided to assist the coaching of school-based reading coaches.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$9,922,556	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$9,922,556	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	100%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:	100%

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: Title 59, Chapter 155 – South Carolina Read to Succeed Act

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1.60 (SDE: Reading/Literacy Coaches) 1A.53 (SDE-EIA: Reading/Literacy Coaches)

Regulation(s): N/A

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.

X	Yes		No

If yes, please describe:

The SCDE has developed guidelines, and each district must submit an annual reading plan and memorandum of agreement (MOA) for each coach to ensure that the coach is being utilized in accordance with the Read to Succeed law. Eligible districts who elect to use coaches as reading interventionists must submit a waiver to ensure compliance with the provisos.

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.
Goal	Provide qualified school-based reading coaches to primary, elementary, and/or middle schools that will serve as job-embedded resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Allocate funds for Reading/Literacy coaches in primary,	Reading coaches provide job-embedded support for data–driven	The SCDE will provide districts with guidance on hiring and	At least 600 full-time literacy/reading coaches or eligible	Memorandums of Agreement (MOAs) and certification status,

elementary, and/or middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	instruction, which has a positive impact on student achievement.	placing qualified literacy/reading coaches.	interventionists will serve in primary, elementary, and/or middle schools statewide.	interventionist and supplemental services waivers. 2019-20 Outcome: 711 state-funded reading coaches served students, an increase of 15% from the prior year.
Provide Year One and Year Two teachers with the necessary Literacy Endorsements as facilitated by Literacy Specialists.	Coaches have the increased knowledge and necessary skills to support teachers in their schools in order to improve instructional practices.	Literacy Specialists will provide professional learning sessions for coaches.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in Principles of Coaching and Action Research in Coaching toward their R2S Coaching Endorsement.	VirtualSC report and Literacy Specialist PLO reports. 2019-20 Outcome: 100% of Y1 and Y2 coaches were able to complete required annual courses.
Literacy Specialists will hold regular meetings with Palmetto Literacy Project Reading/Literacy Coaches to provide research-based professional development.	Monthly meetings with Literacy Specialists allow coaches a consistent opportunity to collaborate and receive support on implementation of Read to Succeed.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for coaches to work directly with Literacy Specialists.	90% of PLP Reading/Literacy Coaches will meet with their Literacy Specialist at least once a month.	Coaching and training records. 2019-20 Outcome: Final percentages were impacted due to COVID, but Literacy Specialists continued to support coaches virtually during the closures.
Literacy Specialists and OELL staff will provide districts with	School faculty will have access to PD that supports high-quality	The OELL will provide PD sessions on various pertinent topics.	80% of districts will participate in multiple OELL PLOs.	PLO meeting records.

professional development that is research-based and selected based on demonstrated district needs.	literacy instruction and data-driven decision-making.			2019-20 Outcome: 100% of districts attended at least one OELL PLO; 90% sent attendees to multiple PLOs

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Provide qualified school-based reading coaches to primary, elementary, and/or middle schools that will serve as job-embedded resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Allocate funds for Reading/Literacy coaches in primary, elementary, and/or middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	Allocate funds for Reading/Literacy coaches in primary, elementary, and/or middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	The SCDE will provide districts with guidance on hiring and placing qualified literacy/reading coaches.	At least 700 full-time literacy/reading coaches or eligible interventionists will serve in primary, elementary, and/or middle schools statewide.	Memorandums of Agreement (MOAs) and certification status, interventionist and supplemental services waivers.
Provide Year One and Year Two teachers with the necessary Literacy Endorsements as facilitated by Literacy Specialists.	Coaches have the increased knowledge and necessary skills to support teachers in their schools in order to	Literacy Specialists will provide professional learning sessions for coaches.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in	VirtualSC report and Literacy Specialist PLO reports.

EIA Programs Administered by SC Department of Education

	improve instructional practices.		Principles of Coaching and Action Research in Coaching toward their R2S Coaching Endorsement.	
Literacy Specialists will hold regular meetings with Palmetto Literacy Project Reading/Literacy Coaches to provide research-based professional development.	Monthly meetings with Literacy Specialists allow coaches a consistent opportunity to collaborate and receive support on implementation of Read to Succeed.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for coaches to work directly with Literacy Specialists.	95% of PLP Reading/Literacy Coaches will meet with their Literacy Specialist at least once a month.	Coaching and training records.
Literacy Specialists and OELL staff will provide districts with professional development that is research-based and selected based on demonstrated district needs.	School faculty will have access to PD that supports high-quality literacy instruction and data-driven decision-making.	The OELL will provide PD sessions on various pertinent topics.	85% of districts will participate in multiple OELL PLOs.	PLO meeting records.

EIA Programs Administered by SC Department of Education

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Allocate funds for Reading/Literacy coaches in primary, elementary, and/or middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	Allocate funds for Reading/Literacy coaches in primary, elementary, and/or middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	The SCDE will provide districts with guidance on hiring and placing qualified literacy/reading coaches.	At least 715 full-time literacy/reading coaches or eligible interventionists will serve in primary, elementary, and/or middle schools statewide.	Memorandums of Agreement (MOAs) and certification status, interventionist and supplemental services waivers.
Provide Year One and Year Two teachers with the necessary Literacy Endorsements as facilitated by Literacy Specialists.	Coaches have the increased knowledge and necessary skills to support teachers in their schools in order to improve instructional practices.	Literacy Specialists will provide professional learning sessions for coaches.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in Principles of Coaching and Action Research in	VirtualSC report and Literacy Specialist PLO reports.

EIA Programs Administered by SC Department of Education

			Coaching toward their R2S Coaching Endorsement.	
Improve the reading performance of students in the lowest performing elementary schools.	Reading coaches in Tier 3 Palmetto Literacy Project schools will support teachers in offering high-quality literacy instruction and making data-driven decisions.	Reading coaches approved and hired by the SCDE will assist teachers in Tier 3 schools through on-site trainings, learning labs, and other support methods.	Over a four year period beginning in the 2020-21 school year, Tier 3 PLP schools will see a 10% overall reduction in third grade students scoring DNM in ELA.	SCReady results, 2020-21.
Literacy Specialists and OELL staff will provide districts with professional development that is research-based and selected based on demonstrated district needs.	School faculty will have access to PD that supports high-quality literacy instruction and data-driven decision-making.	The OELL will provide PD sessions on various pertinent topics.	90% of districts will participate in OELL PLOs.	PLO meeting records.

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- The OELL is transitioning during the 2019-20 school year to a new model for serving reading/literacy coaches, with an emphasis on supporting coaches in schools with the largest percentage of students not meeting literacy benchmarks. This change in support is an opportunity for the office to better meet the needs of coaches, teachers, and students, and will also provide an opportunity to align support across other agency divisions in order to cohesively serve districts.

Fiscal Year 2020-21:

- Financial changes due to COVID-19 may cause districts to hire fewer reading/literacy coaches, as districts currently must make up the difference in salary and benefits between the state allocation and final employee funding.
- The OELL is continuing to target support for coaches in schools with the largest percentage of students not meeting literacy benchmarks. This change in support is an opportunity for the office to better meet the needs of coaches, teachers, and students, and will also provide an opportunity to align support across other agency divisions in order to cohesively serve districts.

Fiscal Year 2021-22:

- Based on final legislative changes, the SCDE plans to hire reading coaches in all Tier 3 Palmetto Literacy Project schools (where one half or more of third grade students scored DNM in SCReady ELA in 2018-19).

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.

- Literacy Coach Memorandum of Agreement with Districts: Each school year, the SCDE distributes a Memorandum of Agreement with school districts on the requirements for hiring literacy coaches using state funding. The memorandum provides the SCDE with endorsement information on each school-based reading/literacy coach to ensure that coaches meet the basic requirements set for by the Read to Succeed Act. For the 2020-21 school year, eligible schools may choose to use their reading coach allocation to hire a reading interventionist or on supplemental literacy services.

- Read to Succeed Coach Endorsement Training: First and second year coaches participate in trainings in order to receive the required literacy coach endorsements. For 2020–21, coaches can take these courses through VirtualSC or through sessions with a Literacy Specialist. The OELL uses these course reports to plan for upcoming trainings and maintain records on all endorsed coaches.

- Literacy Specialist visit records: State literacy specialists document all meetings and professional learning opportunities (PLOs) with school-based reading/literacy coaches and teachers. These records provide a record of engagement with school-based reading/literacy coaches, administrators, and teachers as well as allow the SCDE to measure level of support received by individual school-based reading/literacy coaches across the state.

- Student achievement data records by coaches: Literacy specialists work with school-based reading/literacy coaches to complete consistent data analyses documenting student literacy progress and achievement. These analyses ensure that schools have regular, up-to-date information on students' literacy development in order to identify needs and gaps that can be addressed through instruction and intervention.

- End-of-year communication surveys: The OELL surveys all reading coaches and principals in the Palmetto Literacy Project to gauge satisfaction about their communication with Literacy Specialists.

- Technical assistance survey: The Office of Early Learning and Literacy (OELL) hosts a link on the SCDE website where districts and schools can specifically request professional learning opportunities.   The   link   can   be   found at: https://scde.formstack.com/forms/oell_request_for_assistance_form.

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' or recipients/ perceptions?

Literacy coaches are an essential part of the state's goal of bringing struggling readers up to grade level and providing high-quality instruction for all students. The OELL staff collaborates as a team; every county shares a pair of literacy experts - a literacy specialist and an early learning specialist - who work to provide targeted support to coaches and teachers based upon district needs. The OELL office continues to recruit, retain, and coach new and veteran literacy coaches to maintain the office's work with literacy across the state.

Based on the updated reading coach provisos for FY 2020–21, the SCDE is working with districts to place reading coaches in the schools with the highest level of literacy need. While coaches were previously hired to serve in only elementary schools, the updated provisos allow districts to place coaches in primary, elementary, and/or middle schools based on the highest level of literacy need as determined by the most recent SC Ready reading results. Additionally, the updated proviso now allows eligible schools to use their reading coach allocation on a reading interventionist or on supplemental reading services. Using the district reading plans as guidance, literacy specialists and the OELL assist schools as they provide support to teachers to plan for and provide instruction in balanced/structured literacy to meet the needs of all students.

The OELL is transitioning during the 2020–21 school year to a new model for serving reading/literacy coaches, with an emphasis on supporting coaches in schools with the largest percentage of students not meeting literacy benchmarks. This change in support is an opportunity for the office to better meet the needs of coaches, teachers, and students, and will also provide an opportunity to align support across other agency divisions in order to cohesively serve districts.

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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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**   _____**X**_____ **No**

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$9,922,556**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$9,922,556**

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 2021-22?

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 $_297,676.68_____ and would impact the program accordingly: ____ Less funding to provide reading coaches in schools_____

5% Reduction in EIA funding equates to $_496,127.80____ and would impact the program accordingly:

____ Less funding to provide reading coaches in schools_____

7% Reduction in EIA funding equates to $_694,578.92____ and would impact the program accordingly:

___ Less funding to provide reading coaches in schools_____

10% Reduction in EIA funding equates to $992,255.60_____ and would impact the program accordingly:

____ Less funding to provide reading coaches in schools_____

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.

EIA Programs Administered by SC Department of Education
FORM D
PROVISO REVISION REQUEST

NUMBER	**1.60**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	**(SDE: Reading Coahes)**
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	**X.A – Reading Coaches**
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	None
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	Allows the Department to retain up to $14,000,000 for the purpose of the Palmetto Literacy Project (schools that have than one-third or more of its third-grade students scoring at the lowest achievement level on the statewide summative English language arts assessment). The funds would be used by the Department to hire the reading coaches/specialists for these schools, rather than sending the funds to the school after they have hired their own reading coach.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	Exact language to be added at appropriate time.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Reading Coaches

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	9,922,556.00	9,922,556
General Fund	29,483,100.00	29,483,100.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	39,405,656.00	39,405,656.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	39,405,656.00	39,405,656.00
Other: Transfers		
Total	39,405,656.00	39,405,656.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Education and Economic Development Act (EEDA)	**Address**	SC Dept of Education 1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$8,413,832	**FY 2021-22 EIA Funding Request**	$8,413,832

Program Contact	Sabrina Moore	**Division/Office**	Office of Student Intervention Services
Contact Title	Director	**Address**	SC Dept of Education 1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8433	**Contact E-Mail**	smoore@ed.sc.gov

Summary of Program:

The Education and Economic Act of 2005 (EEDA) was designed to improve career awareness, development and preparation among students and require the development of a high school curriculum organized around a career cluster system that provides students with strong academic, career, and real-world problem solving skills.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

    Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$7,118,288	84.6%
Retained by this partnership/program/agency	$1,295,544	15.4%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$8,413,832	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	100%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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: South Carolina Education and Economic Development Act (EEDA) of 2005, codified at Chapter 59 of Title 50 of the South Carolina Code of Laws

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1.25.   (SDE: School Districts and Special Schools Flexibility 1A.14.   (SDE-EIA: School Districts and Special Schools Flexibility) 1A.43.   (SDE-EIA: Education and Economic Development Act Carry Forward) 1A.44.   (SDE-EIA: EEDA Regional Education Centers)

Regulation(s): State Board of Education (SBE) Regulation 43-274.1, At-Risk Students

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.

_____X_____	Yes	_____	No

If yes, please describe:
The EEDA Coordinating Council

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Students who graduate from a SC high school are not adequately prepared for college or career.			
Goal	To increase the number of SC graduates who are prepared for college and career			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Provide funds to districts to support the hiring of career specialists.	100 percent of districts received funding to support the hiring of over 700 career specialists.	Over 240,000 individual graduation plans were developed for students in grades 8-12.	Retrieve data from PowerSchool
Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related professional development activities.	100 percent of districts received funding to purchase necessary career development related supplies/materials and to support career development related professional development activities for school counselors and/or career specialists.	Over 400,000 students (duplicated counts) in grades 6-12 participated in approximately 20,000 career awareness, exploration, and preparation activities facilitated by school counseling and guidance	Guidance personnel complete the Career Specialist Accountability Report bi-annually

EIA Programs Administered by SC Department of Education

			personnel.	
Encourage districts to implement evidence-based programs designed to reduce the number of students who drop out or are retained.	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	26 districts received funding to implement supplemental programs/services for at-risk students.	Over 6,000 students had access to supplemental evidence-based programs and services designed to increase their probability of academic success.	Grantees project plans

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Students who graduate from a SC high school are not adequately prepared for college or career.			
Goal	To increase the number of SC graduates who are prepared for college and career.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Provide funds to districts to support the hiring of career specialists.	Percent of districts receiving funds to hire career specialists	Number of individual graduation plans completed	# of individual graduation plans completed # of districts receiving career specialist funding
Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related activities.	Percent of districts receiving funds for career development related supplies, materials, professional development	Number of students participating in career-development related activities	# of students who participate in career-related activities # of districts receiving career-development related funding
Encourage districts to implement evidence-based programs designed to reduce the number of students who	Provide funds to districts to support the implementation of evidence-based strategies and models to	Number of districts awarded grant funds to implement evidence-based programs to serve students at risk	The number of students receiving services as a result of grant funds	# of districts awarded funds to provide supplemental academic and career-related activities for students at

drop out or are retained.	assist students at risk of academic failure.			risk of failure
Research indicates that a major benefit of a career development process for students is that they get helpful assistance and guidance with their career decisions. They get to know about their own aspirations, objectives and desires and understand how to shape their career				
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all	Provide funds to districts to support the hiring of career specialists.	Percent of districts receiving funds to hire career specialists	Number of individual graduation plans completed	# of individual graduation plans completed # of districts receiving career specialist funding

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EIA Programs Administered by SC Department of Education

students in grades 8-12.				
Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related activities.	Percent of districts receiving funds for career development related supplies, materials, professional development	Number of students participating in career-development related activities	# of students who participate in career-related activities # of districts receiving career-development related funding
Encourage districts to implement evidence-based programs designed to reduce the number of students who drop out or are retained.	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	Number of districts awarded grant funds to implement evidence-based programs to serve students at risk	The number of students receiving services as a result of grant funds	# of districts awarded funds to provide supplemental academic and career-related activities for students at risk of failure
Research indicates that a major benefit of a career development process for students is that they get helpful assistance and guidance with their career decisions. They get to know about their own aspirations, objectives and desires and understand how to shape their career.				

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

None

Fiscal Year 2020-21:

None

Fiscal Year 2021-22:

None

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.

- Over 240,000 individual graduation plans were developed for students in grades 8-12.
- Over 400,000 students (duplicated counts) in grades 6-12 participated in approximately 20,000 career awareness, exploration, and preparation activities facilitated by school counseling and guidance personnel.
- Over 6,000 students had access to supplemental evidence-based programs and services designed to increase their probability of academic success.

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' or recipients/ perceptions?

The implementation of the EEDA has not shifted from the original plan. Students in elementary, middle, and high schools statewide are receiving academic and career-related services from guidance personnel (school counselors and career specialists.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

   A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

   _____X_____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 2020-21	**$8,413,832**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$8,413,832**

   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 2021-22?

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 $252,414.96 and would impact the program accordingly:
   ___Reduces funding to district to support its EEDA related programs_____

   5% Reduction in EIA funding equates to $420,691.60 and would impact the program accordingly:

   _____Reduces funding to district to support its EEDA related programs _

   7% Reduction in EIA funding equates to $_588,968.24 and would impact the program accordingly:

   _____Reduces funding to district to support its EEDA related programs _

   10% Reduction in EIA funding equates to $_841,383.20_ and would impact the program accordingly:

   Reduces funding to district to support its EEDA related programs

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.

EEDA

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	8,413,832.00	8,413,832
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	356,623.73	1,489,231.76
Total	8,770,455.73	9,903,063.76

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services	78,892.16	79,000.00
Supplies & Materials	76,596.46	77,000.00
Fixed Charges	4,324.07	6,000.00
Travel	3,123.12	4,000.00
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	7,118,288.16	9,737,063.76
Other: Transfers		
Total	7,281,223.97	9,903,063.76
Balance Remaining	1,489,231.76	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Assessment/Testing	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$27,261,400	**FY 2021-22 EIA Funding Request**	$27,261,400

Program Contact	Elizabeth Jones	**Division/Office**	Office of Assessment
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803)734-8295	**Contact E-Mail**	ejones@ed.sc gov

Summary of Program:

The Office of Assessment procures, develops, and administers high quality assessments of educational attainment that provide reliable data that can be used as the basis for drawing valid conclusions about examinee's knowledge and skills, and that meet the highest standards of the educational measurement profession.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$4,636,990.86	17%
Retained by this partnership/program/agency	$22,624,409.14	83%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$27,261,400	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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.)	100%
Teacher Supply Funds	%
National Board Supplements	%
Other *(Please Explain)*	%
TOTAL:	100%

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: The Educational Accountability Act, Title 59, Chapter 18 Read to Succeed, Title 59, Chapter 155

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: The following FY20 provisos are still in effect per ACT 135. 1.58 (SDE: Summer Reading Camps) 1.71 (SDE: Technology Technical Assistance) 1.94 (SDE: Standards-Based Assessments Suspended) 1A.17 (SDE-EIA: Assessment) 1A.26 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) 1A.58 (SDE-EIA: 4K Early Literacy Competencies Assessments)

Regulation(s): R.43-100 Test Security

R. 43-220 Gifted and Talented
R. 43-234Defined Program, Grades 9-12 and Graduation Requirement
R. 43-262 Assessment Program

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.

X	Yes		No

If yes, please describe:

Federal: Every Student Succeeds Act (ESSA), Individuals with Disabilities Act (IDEA), and US Department of Education Peer Review Guidelines govern all federally mandated assessments.

State: Adoption List of Formative Assessment Evaluation Guidelines (governed by the SC State Board of Education and the SC Education Oversight Committee).

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Procure and manage contracts for development, administration, scoring, and reporting of assessments.	Procure and manage contracts allowing the administration of assessments resulting in valid and reliable scores.	The office will manage the administration of thirteen assessment programs through ten testing vendors.	Districts and schools administer sixty-three assessments for students in 4K, 5K, in grades 3–8, and high school.	Outputs and outcomes are measured with data files showing school and district participation and performance. Due to Covid-19 and schools closing, data files will not be available for some assessment programs.
Fund district-administered assessments.	Districts are sent funding for the administration of valid and reliable assessments.	The office will fund nine assessments administered by school districts.	Districts and schools successfully administer nine assessment programs.	Outputs and outcomes are measured with budget reports showing the disbursement of funds to districts.

				The disbursements were smaller than usual because some tests were not administered due to Covid-19. However, students will have the opportunity to take these tests during the 2020-21 school year and dispursements will be provided after the completion of the testing.
Train and work with district staff to assist in successful administration of assessments.	Administer assessments that result in valid and reliable scores.	District-level training will be provided for 100 percent of the thirteen assessment programs.	All public districts will successfully administer all sixty-three assessments.	Outputs and outcomes are measured by records of the numbers of Webinars and face-to-face trainings provided.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Procure and manage contracts for development, administration, scoring, and reporting of assessments.	Procure and manage contracts allowing the administration of assessments resulting in valid and reliable scores.	The office will manage the administration of thirteen assessment programs through ten testing vendors.	Districts and schools administer sixty-three assessments for students in 4K, 5K, in grades 3–8, and high school.	Outputs and outcomes are measured with data files showing school and district participation and performance.
Fund district-administered assessments.	Districts are sent funding for the administration of valid and reliable assessments.	The office will fund nine assessments administered by school districts.	Districts and schools successfully administer nine assessment programs.	Outputs and outcomes are measured with budget reports showing the disbursement of funds to districts.
Train and work with district staff to assist in successful administration of assessments.	Administer assessments that result in valid and reliable scores.	District-level training will be provided for 100 percent of the thirteen assessment programs.	All public districts will successfully administer all sixty-three assessments.	Outputs and outcomes are measured by records of the numbers of Webinars and face-to-face trainings provided.

EIA Programs Administered by SC Department of Education

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Procure and manage contracts for development, administration, scoring, and reporting of assessments.

The SCDE and contractors base decisions and changes on nationally recognized resources including the following: the Operational Best Practices for Statewide Large Scale Assessment Programs, published by | SCDE procures contracts according to the State Fiscal Accountability Authority's rules and guidelines. SCDE manages contracts for the development, and administration of assessments that provide valid and reliable results. | Progress is measured by the percent of the following tasks are completed for each mandated assessment program assigned to the Office of Assessment: develop all required test items and test forms, manuals, and other test materials and ensuring materials arrive in every district on time. | Significant progress is measured by the percent of districts test students according to guidelines, procedures, and test security laws and regulations and scores/results for each program are provided to students, parents, and the state as scheduled. | Outputs and outcomes are measured by the percent of districts that tested students resulting in valid scores and whether 100% of test results arrived at the districts and SCDE as scheduled. |

EIA Programs Administered by SC Department of Education

the Counsel of Chief State School Officers and the Association of Test Publishers; Standards for Educational and Psychological Testing, published by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education; and the U. S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States.				
Fund district-administered state-mandated assessments.	Costs are collected from districts and appropriate funds are sent to reimburse districts for their expenses for administering state-mandated assessments.	Progress is measured by the percent of districts that submit accurate and verifiable costs.	Significant progress is measured by the percent of districts that receive the appropriate funds on time.	Outputs and outcomes are measured with budget reports showing the disbursement of funds to districts.
Train and work with district staff to assist in successful administration of assessments.	Provide training to district and school staff on the administration of assessments.	Progress is measured by the completion of training sessions for each of the mandated testing programs.	Significant progress is measured by monitoring randomly selected districts as they are administering tests and recording the percent of school and district staff that are following test procedures provided during training.	Outputs and outcomes are measured by the percent of test administrations that result in valid test scores.
Districts need to better	Provide professional	Progress is measured by	Significant progress is	Outputs are measured by

EIA Programs Administered by SC Department of Education

understand assessment literacy for districts and schools.	development for district and school staff on assessment literacy.	monitoring rates of registrations.	measured by whether attendance increases over time.	collecting information about the benefit of the training through questionnaires or gathering knowledge gained through small assessments administered at the end of training.

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

Closing schools in March 2019 due to Covid-19 had a significant impact on the achievement of outcomes for 2019-20. May tests were not administered and therefore, tests results are not available.

- SCPASS, SC READY, spring EOCEP were not administered.
- Only a portion of students scheduled to alternate assessments were tested because schools were closed during the testing window.
- The Ready to Work assessments were not administered.
- Some districts did not administer The ACT, SAT, PreACT, PSAT, and Aspire tests because the tests were scheduled during or afer schools closed.

Fiscal Year 2020-21:

- Due to Covid-19, the SCDE is submitting a waiver from testing to the USDE for 2020-21.
- The lack of test scores from spring 2020 will have an impact on the fall 2021 report cards.
- Inconsistent instruction methods (virtual vs face-to-face) due to Covid-19 could negatively affect 2020-21 test scores.

Fiscal Year 2021-22:

- If tests are not administered in 2020-21, scores will not be available for use as pretests as a growth measure for report cards in fall 2022.

EIA Programs Administered by SC Department of Education

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.

Public districts and schools successfully administer each required state assessment to students in prekindergarten through high school. Districts receive funding for the administration of each assessment as prescribed in laws and provisos. Districts receive assessment scores on time that can be used along with other data to impact instruction. District and school staff attend training and know how to administer the assessments.

Due to Covid-19 data files will not be available for some assessment programs because they were not administered because they were scheduled to be administered after schools closed.

Students did not have the opportunity to take some tests during the 2020-21 school year and dispursements will be provided after the completion of the testing.

Disbursements for district administered assessments (e.g., ACT and SAT) were smaller than usual because some tests were not administered due to Covid-19. However, students will have the opportunity to take these tests during the 2020-21 school year and dispursements will be provided after the completion of the testing

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' or recipients/ perceptions?

Since the 1980's, assessment programs have been administered in South Carolina as specified in state and federal laws. Assessments have changed over the years to comply with the laws. The SCDE has established procedures to ensure assessment scores are valid and reliable. Surveys each year indicate that participants are satisfied with the procedures.

During the 2019–20 school year, all testing programs that were scheduled to be administered before schools closed due to Covid-19 were administered successfully. Those scheduled after schools closed were not administered.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

The Education Oversight Committee conducted a review of the EOCEP English 2 assessment in 2020. The report is posted at :
https://eoc.sc.gov/sites/default/files/Documents/Eng%202/EOCEng2_FINAL.2.pdf.

The EOC approved the assessment. The minutes are not posted on the EOC website.

The following programs are currently under review by the US Department of Education (USDE) through Peer Review: SC READY (ELA and mathematics in grades 3–8), SCPASS (science in grades 4 and 6), EOCEP (Algebra 1 and Biology 1), and the alternate assessments for ELA, mathematics in grades 3 – 8, science in grades 4 and 6, English 1, Algebra 1, and Biology 1. USDE decision letters are posted at
https://oese.ed.gov/files/2020/08/South-Carolina-5.pdf.

The SCDE is preparing additional evidence to send to the USDE.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

Program Planning and Fiscal Information

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$27,261,400**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$27,261,400**

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 2021-22?

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 $_817,842_____ and would impact the program accordingly: _____Reduce funding available for assessments_____

5% Reduction in EIA funding equates to $_1,363,070_____ and would impact the program accordingly:

_____Reduce funding available for assessments_____

7% Reduction in EIA funding equates to $1,908,298_____ and would impact the program accordingly:

_____Reduce funding available for assessments_____

10% Reduction in EIA funding equates to $2,726,140_____ and would impact the program accordingly:

_____Reduce funding available for assessments_____

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	**1.91**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	**(SDE: Standards-Based Assessments Suspended)**
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	**VIII.A.2 – Assessment/Testing**
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	None
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	Fiscal year update
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion

requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	**1.91.** (SDE: Standards-Based Assessments Suspended) In Fiscal Year ~~2019-20~~ **_2021-22_**, the provisions of Section 59-18-325(C)(3) requiring science standards-based assessments of students in grade eight and social studies standards-based assessments of students in grades five and seven are suspended. Of the funds available due to the suspension of these assessments, $500,000 must be used by the Department of Education to fund educator professional development regarding the South Carolina Computer Science and Digital Literacy Standards. The remainder of the funds shall be used to pay for industry certification/credentials as approved to measure College/Career Readiness for purposes of the state accountability system.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

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Assessment

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	27,261,400.00	27,261,400
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	5,700,607.20	9,636,647.64
Total	32,962,007.20	36,898,047.64

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	117,907.65	200,000.00
Contractual Services	15,427,213.47	22,000,000.00
Supplies & Materials	43,853.66	3,200,000.00
Fixed Charges	35,280.61	38,000.00
Travel	8,997.23	37,500.00
Equipment	14,101.56	
Employer Contributions	41,014.52	80,000.00
Allocations to Districts/Schools/Agencies/Entities	4,636,990.86	4,900,000.00
Tranfers (Provios 1.94)	3,000,000.00	2,450,000.00
Total	23,325,359.56	32,905,500.00
Balance Remaining	9,636,647.64	3,992,547.64
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Reading	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$3,271,026	**FY 2021-22 EIA Funding Request**	$3,271,026

Program Contact	Quincie Moore	**Division/Office**	Office of Early Learning and Literacy (OELL)
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	**Contact E-Mail**	qmoore@ed.sc.gov

Summary of Program:
Reading EIA funds are used to support state and district initiatives to raise achievement in reading and writing for all South Carolina students. Actions are intended to address South Carolina's primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and to guide implementation of Read to Succeed as a tool to increase student literacy achievement.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

    Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$2,771,026	85%
Allocated to Other Entities (Project Read)	$500,000	15%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$3,271,026	100%

    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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:

Title 59, Chapter 155 – South Carolina Read to Succeed Act

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

1A.23 (SDE-EIA: Reading)
1A.56 (SDE-EIA: Project Read)

Regulation(s):

N/A

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 | X | No |

If yes, please describe:

Fiscal Year 2019-20	
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.
Goal	Deliver high quality, ongoing professional learning that supports implementation of Read to Succeed and the best practices associated with academic standards, and promote high-quality, print-rich classrooms.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Provide reading camps and/or schools with funding for student books and materials to support literacy development.	Having a variety of print material is essential for increasing reading proficiency among struggling readers.	All reading camps and/or schools will be given the flexibility to use funding for literacy materials.	90% or more of summer reading camps will demonstrate the presence of a print-rich environment.	SRC Monitoring Tool (print-rich environment domain), finance documentation. 2019-20 Outcomes: Many districts did not conduct in-person SRC due to COVID. 90% had a print-rich environment in 18-19.

EIA Programs Administered by SC Department of Education

Provide districts with support to increase reading achievement through regionally assigned literacy specialists.	Literacy Specialists provide consistent support and direction for school-based literacy coaches, and ensure that coaches and teachers statewide are implementing literacy policy with fidelity.	Literacy Specialists will provide professional learning sessions for coaches and regularly communicate goals and expectations.	85% of state-funded reading coaches express overall satisfaction with Literacy Specialist support.	Annual reading/literacy coach survey. 2019-20 Outcome: 89% of coaches expressed overall satisfaction with Literacy Specialist support.
Continue funding of Tier II and III elementary reading interventions through the Clemson University's Reading Recovery program.	By partnering with the Reading Recovery program, schools are able to provide high-quality literacy interventions for underserved students.	The SCDE will contract with Clemson University's Reading Recovery program.	Over a three-year period ending in 2019-20, 225 or more teachers will receiving ongoing support through the Reading Recovery Program.	Reading Recovery annual report, Ready Recovery Memorandum of Agreement. 2019-20 Outcome: Waiting on final data delayed due to COVID.
Assist districts with developing and revising comprehensive reading plans that emphasize elementary, middle, and high school interventions.	Comprehensive reading plans at the district level guide school and district leaders as they select and implement research-based interventions and literacy strategies.	The department will provide feedback and revisions on district reading plans, ensuring that the plans: 1) include all required components as set forth by the Read to Succeed Act; and 2) address tiered interventions at the elementary, middle, and high school levels.	100% of districts will complete comprehensive reading plans with tiered interventions.	Reading plan analysis and feedback. 2019-20 Outcome: Reading plan submission deadline was extended to October 15, 2020, and has been adapted due to the cancellation of SCReady.
Fund work through Reading Partners to support literacy	Reading Partners provides students with the individualized support necessary to	Identified schools will be provided with services through Reading Partners.	850 students will be served by Reading Partners.	Reading Partners report, Proviso 3.6 (LEA: FY 2018-19 Lottery Funding).

development in targeted schools.	read at grade level by 4th grade.			2019-20 Outcome: Waiting on final data delayed due to COVID.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Deliver high quality, ongoing professional learning that supports implementation of Read to Succeed and the best practices associated with academic standards, and promote high-quality, print-rich classrooms.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide reading camps and/or schools with funding for student books and materials to support literacy development.	Having a variety of print material is essential for increasing reading proficiency among struggling readers.	All reading camps and/or schools will be given the flexibility to use funding for literacy materials.	93% or more of summer reading camps will demonstrate the presence of a print-rich environment.	SRC Monitoring Tool (print-rich environment domain), finance documentation.
Provide districts with support to increase reading achievement through regionally assigned literacy specialists.	Literacy Specialists provide consistent support and direction for school-based literacy coaches, and ensure that coaches and teachers statewide are implementing literacy policy with fidelity.	Literacy Specialists will provide professional learning sessions for coaches and regularly communicate goals and expectations.	90% of state-funded reading coaches express overall satisfaction with Literacy Specialist support.	Annual reading/literacy coach survey.

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Continue funding of Tier II and III elementary reading interventions through the Clemson University's Reading Recovery program.	By partnering with the Reading Recovery program, schools are able to provide high-quality literacy interventions for underserved students.	The SCDE will contract with Clemson University's Reading Recovery program.	Over a three-year period ending in 2022-2023, the Clemson University RR and Early Literacy Training Center (CUTC) will provide ongoing support for 500 teachers.	Reading Recovery annual report, Ready Recovery Memorandum of Agreement.
Assist districts with developing and revising comprehensive reading plans that emphasize elementary, middle, and high school interventions.	Comprehensive reading plans at the district level guide school and district leaders as they select and implement research-based interventions and literacy strategies.	The department will provide feedback and revisions on district reading plans, ensuring that the plans: 1) include all required components as set forth by the Read to Succeed Act; and 2)address tiered interventions at the elementary, middle, and high school levels.	100% of districts will complete comprehensive reading plans with tiered interventions.	Reading plan analysis and feedback.
Fund work through Reading Partners to support literacy development in targeted schools.	Reading Partners provides students with the individualized support necessary to read at grade level by 4th grade.	Identified schools will be provided with services through Reading Partners.	900 students will be served by Reading Partners.	Reading Partners report, Proviso 3.6 (LEA: FY 2018-19 Lottery Funding).

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Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide reading camps and/or schools with funding for student books and materials to support literacy development.	Having a variety of print material is essential for increasing reading proficiency among struggling readers.	All reading camps and/or schools will be given the flexibility to use funding for literacy materials.	95% or more of summer reading camps will demonstrate the presence of a print-rich environment.	SRC Monitoring Tool (print-rich environment domain), finance documentation.
Continue funding of Tier II and III elementary reading interventions through the Clemson University's Reading Recovery program.	By partnering with the Reading Recovery program, schools are able to provide high-quality literacy interventions for underserved students.	The SCDE will contract with Clemson University's Reading Recovery program.	Over a three-year period ending in 2022-2023, the Clemson University RR and Early Literacy Training Center (CUTC) will provide ongoing support for 500 teachers.	Reading Recovery annual report, Ready Recovery Memorandum of Agreement.
Assist districts with developing and revising comprehensive reading plans that emphasize elementary, middle, and	Comprehensive reading plans at the district level guide school and district leaders as they select and implement	The department will provide feedback and revisions on district reading plans, ensuring that the plans:	100% of districts will complete comprehensive reading plans with tiered interventions.	Reading plan analysis and feedback.

high school interventions.	research-based interventions and literacy strategies.	1) include all required components as set forth by the Read to Succeed Act; and 2)address tiered interventions at the elementary, middle, and high school levels.		

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- None expected

Fiscal Year 2020-21:

- Student outcomes may look different in 2020-21 as compared to prior years due to the COVID pandemic.

Fiscal Year 2021-22:

- Student outcomes may look different in 2021-22 as compared to prior years due to the COVID pandemic.

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.

- Educator Endorsement Records: Under the Read to Succeed Act, all educators are required to obtain a literacy endorsement. The Office of Early Learning and Literacy (OELL) uses these reports to ensure that teachers are able to access state resources for endorsements and that school-based reading/literacy coaches meet the basic endorsement and certification requirements set forth by the Read to Succeed Act and the annual Reading Coach Memorandum of Agreement with districts.

- Summer Reading Camp monitoring tool: The monitoring tool used by Literacy Specialists and the OELL staff allows the SCDE to measure the quality of instruction and literacy-rich environment at each visited SRC site. After site visits, SCDE staff provide verbal and written feedback and suggested improvements to SRC directors as well as use the collected data to measure district-wide classroom indicators of quality and plan for additional resource allocation. Additionally, this data is collected and utilized to plan upcoming professional opportunities for districts, schools, administrators, and teachers.

- Read to Succeed Coach Endorsement Training: First and second year coaches participate in trainings in order to receive the required literacy coach endorsements. For 2020–21, coaches can take these courses through VirtualSC or through sessions with a Literacy Specialist. The OELL uses these course reports to plan for upcoming trainings and maintain records on all endorsed coaches.

- District Reading Plan Feedback Forms: Each district submits an annual district reading plan to the SCDE in compliance with the Read to Succeed Act. The OELL completes a feedback form for districts to check for policy compliance and to suggest changes or additions. This form also helps OELL plan for future reading plan communications and revisions.

- Student achievement data records by coaches: Literacy specialists work with school-based reading/literacy coaches to complete consistent data analyses documenting student literacy progress and achievement. These analyses ensure that schools have regular, up-to-date information on students' literacy development in order to identify needs and gaps that can be addressed through instruction and intervention.

- State reporting: In accordance to state law and provisos, the OELL provides annual reports to the Education Oversight Committee, the State Board of Education, and the General Assembly. These reports provide data, augmented by analysis and background information, which inform the public on the status of literacy reform.

  - Technical assistance survey: The OELL hosts a link on the SCDE website where districts and schools can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form

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.

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- 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' or recipients/ perceptions?

- This current school year is the fourth year the state will use SC Ready as the statewide reading assessment for students in grades 3 through 8, due to the cancellation of testing in 2019-20. The 2018-2019 school year was the second year of implementation of online SC Ready testing for a majority of districts statewide, and more districts are expected to move to online testing for the upcoming years.
- Additionally, Act 213 was signed into law in 2018. The South Carolina Multi-Tiered System of Supports Framework represents the collaboration between SCDE offices to prepare and support districts to implement SC MTSS for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in improving learning and college and career readiness for all students. This framework helps districts and schools identify those students who are most at risk and personalize their learning plans through intensive academic and/or social emotional supports and identify those students who are at some risk and provide the appropriate supports. This framework allows students to move between the tiers of support and receive interventions within the classroom and during summer reading camps. MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to an education aligned with the Profile of the South Carolina Graduate. Districts and schools can significantly and positively impact student outcomes through the guarantee of outstanding universal teaching with a common purpose of improving student achievement.

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Program Planning and Fiscal Information

EIA Programs Administered by SC Department of Education

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   _____X_____ No

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$ 3,271,026**
Amount of increase requested in EIA funding for FY 2021-22	**$**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$ 3,271,026**

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 2021-22?

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 $_98,130.78_____ and would impact the program accordingly: <u>Reduce the number of literacy specialists available to provide support school districts</u>

5% Reduction in EIA funding equates to $163,551.30_____ and would impact the program accordingly:

<u>Reduce the number of literacy specialists available to provide support school districts___</u>

7% Reduction in EIA funding equates to $_228,971.82____ and would impact the program accordingly:

<u>Reduce the number of literacy specialists available to provide support school districts</u>

10% Reduction in EIA funding equates to $_327,102.60____ and would impact the program accordingly:

<u>Reduce the number of literacy specialists available to provide support school districts_</u>

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.

Reading

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	3,271,026.00	3,271,026
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	3,271,026.00	3,271,026.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	1,548,217.64	1,550,000.00
Contractual Services	401,147.73	435,676.00
Supplies & Materials	4,624.28	44,350.00
Fixed Charges	15,049.01	16,000.00
Travel	57,852.93	100,000.00
Equipment	-	
Employer Contributions	622,043.98	625,000.00
Allocations to Districts/Schools/Agencies/Entities	565,032.00	500,000.00
Other: Transfers		
Total	3,213,967.57	3,271,026.00
Balance Remaining	57,058.43	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Instructional Materials	**Address**	SC Dept. of Education 301 Greystone Boulevard Columbia, SC 29210

FY 2020-21 EIA Appropriation per Act 135 of 2020	$20,922,839	**FY 2021-22 EIA Funding Request**	$50,922,839

Program Contact	Clare L. Luther	**Division/Office**	SC Dept. of Education
Contact Title	Manager	**Address**	301 Greystone Boulevard Columbia, SC 29210
Contact Phone	803-734-8922	**Contact E-Mail**	clluther@ed.sc.gov

Summary of Program:

The instructional materials adoption program provides State Board of Education-approved instructional materials to students in grades K–12. The state-adopted materials in print and digital formats are funded by subject area on a staggered six-year cycle. Funding includes the purchase of not only newly adopted materials aligned to the appropriate South Carolina College- and Career-Ready Standards and career and technical education course standards but also consumable math and cursive writing materials, science kit refurbishment, and maintaining existing adoption materials.

State-adopted instructional materials are an integral part of ensuring that students complete high school in South Carolina with excellent skills and ready for college and careers.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$3,000,000	14%
Retained by this partnership/program/agency	$17,922,839	86%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$20,922,839	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:	100%

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:

S.C Code Ann. §59-5-60 and §59-31-550

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

1A.19, 1A.57, 3.5

Regulation(s):

43-71

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	X	No

If yes, please describe:

Fiscal Year 2019-20	
Problem/Issue	With limited funding, providing instructional materials needed to meet the increasing demand by schools for print and digital state adopted instructional materials is an ongoing problem.
Goal	Provide instructional materials including digital licenses for students, grades K–12, in each subject area as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Review and adopt materials based on alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Provide access to the standards to the publishers and Review Panels to ensure recommendations for instructional materials are high-quality and aligned to the appropriate standards	Citizens across the state submit comments during the Public Review process	The completion of review process with recommended instructional material programs approved by the State Bord of Education for adoption	SBE recommendations/ documentation
Assist districts and schools with instructional materials selections and orders	Assist districts with the selection of instructional materials and schools with orders through regional sessions and trainings.	Number of regional information sessions and trainings held to assist districts with the selection and ordering of newly adopted materials and number of school orders placed through web-based ordering system	Number of teachers and administrators participating in trainings/information sessions and number of school orders placed through web-based ordering system	Session/training evaluations

EIA Programs Administered by SC Department of Education

Issue Call for Bids for instructional materials in the subject areas approved by the SBE	Ensure recommendations for instructional materials are high-quality and aligned to the appropriate standards	Publishers and vendors submitting bids for the Call for Bids for instructional materials and successfully following the bid process to completion	Stakeholders provided with access to instructional materials for the evaluation process and to determine final recommendations for SBE approval	SBE recommendations/ documentation

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	With limited funding and COVID-19, providing instructional materials needed to meet the increasing demand by schools for print and digital licenses of the state adopted instructional materials is an ongoing problem.			
Goal	Provide instructional materials (print and digital) for students, grades K–12, in each subject area as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Review and adopt materials based on alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Provide access to the standards to the publishers and Review Panels to ensure recommendations for instructional materials are high-quality and aligned to the appropriate standards	Citizens across the state submit comments during the public review process	The completion of review process with recommended instructional material programs approved by the State Bord of Education for adoption	SBE recommendations/ documentation
Assist districts and schools with instructional materials selections and orders	Assist districts with the selection of instructional materials and schools with orders through regional sessions and training	Number of regional information sessions and trainings held to assist districts with the selection and ordering of newly adopted materials and number of school orders placed through web-based ordering system	Number of teachers and administrators participating in trainings/information sessions and number of school orders placed through web-based ordering system	Session/training evaluations
Issue Call for Bids for instructional materials in the subject areas approved by the SBE	Ensure recommendations for instructional materials are high-quality and aligned to the appropriate standards	Publishers and vendors submitting bids for the Call for Bids for instructional materials and successfully following the bid process to completion	Stakeholders provided with access to instructional materials for the evaluation process and to determine final recommendations for SBE approval	SBE recommendations/ documentation

EIA Programs Administered by SC Department of Education

Fiscal Year 2021-22				
Problem/Issue	With limited funding, providing instructional materials needed to meet the increasing demand by schools for print and digital licenses of the state adopted instructional materials is an ongoing problem.			
Goal	Provide instructional materials (print and digital) for students, grades K–12, in each subject area as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Review and adopt materials based on alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Provide access to the standards to the publishers and Review Panels to ensure recommendations for instructional materials are high-quality and aligned to the appropriate standards	Citizens across the state submit comments during the public review process	The completion of review process with recommended instructional material programs approved by the State Bord of Education for adoption	SBE recommendations/ documentation
Assist districts and schools with instructional materials selections and orders	Assist districts with the selection of instructional materials and schools with orders through regional sessions and trainings	Number of regional information sessions and trainings held to assist districts with the selection and ordering of newly adopted materials and number of school orders placed through web-based ordering system	Number of teachers and administrators participating in trainings/information sessions and number of school orders placed through web-based ordering system	Session/training evaluations
Issue Call for Bids for instructional materials in the subject areas approved by the SBE	Ensure recommendations for instructional materials are high-quality and aligned to the appropriate standards	Publishers and vendors submitting bids for the Call for Bids for instructional materials and successfully following the bid process to completion	Stakeholders provided with access to instructional materials for the evaluation process and to determine final recommendations for SBE approval	SBE recommendations/ documentation

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EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

No external factors influenced implementation.

Fiscal Year 2020-21:

In June 2020, the State Board of Education delayed for one-year the 2020 review and adoption of instructional materials because of the uncertainity of funding caused by COVID-19. The 2021 review process begins in October 2020 with the Instructional Materials Advisory Committee meeting.

Fiscal Year 2021-22:

No external factors anticipated at this time.

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.

Outcomes are assumed under EIA statute, which supports instructional improvement. Through the instructional materials adoption process, students are provided with the instructional materials in both print and digital formats that are highly aligned to the appropriate standards and level of rigor to ensure that upon graduation the students are prepared for college and careers. Each of the state-adopted and newly recommended programs include teacher editions and support materials as well as web-based resources to enhance and aid instruction in the classroom and increase knowledge of teachers in the content area.

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' or recipients/ perceptions?

- The Curriculum and Instructional Materials Advisory Committee meets annually to determine and submit to the State Board of Education (SBE) for approval the subject area recommendations for the new adoption cycle and the prioritized order for purchasing instructional materials for the new fiscal year.

- The Call for Bids for the instructional materials in the SBE-approved areas is issued. The Call contains instructions and information for participating publishers and vendors.

- The bid data from the publishers and vendors is compiled for generating panel recommendations, listing of state adopted materials for districts, and publisher contracts upon adoption.

- Correlations and official instructional material samples (print and digital) are provided to the SCDE and the SBE-appointed Instructional Materials Review Panel members.

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- Instructional Materials Review Panels meet in June for orientation and in September to deliberate and make final recommendations on the print and digital materials submitted by the publishers and vendors.

- The public review of recommended instructional material programs is held virtually and at display sites on college and university campuses across the state.

- The Review Panel adoption recommendations are submitted for SBE approval with the summary report of public review comments.

- The SCDE staff works with districts and schools by providing information on newly adopted instructional materials and assisting with the ordering of materials for the new school year.

    C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   _____X_____ No

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____No increase requested.

_____X_____ 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 2020-21	**$20,922,839**
Amount of increase requested in EIA funding for FY 2021-22	**$30,000,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$50,922,839**

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 2021-22?

If EIA funds are reduced, the availability of newly-adopted instructional materials aligned to the appropriate academic standards and/or the career and technical education course standards would be limited and would significantly impact instructional resources and digital licenses for students and teachers. Schools would continue to use the older print version of the state-adopted materials. However, access to the digital materials would be limited or not available for the older programs which would directly impact students as well as teachers as many of the teacher editions as digital.

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 $_627,685.17_____ and would impact the program accordingly: <u>Reduced materials available for use in the classroom</u>.

5% Reduction in EIA funding equates to $1,046141.95_____ and would impact the program accordingly:

<u>Reduced materials available for use in the classroom .</u>

7% Reduction in EIA funding equates to $_1,464,598____ and would impact the program accordingly:

<u>Reduced materials available for use in the classroom .</u>

EIA Programs Administered by SC Department of Education
10% Reduction in EIA funding equates to $_2,092.283.90__ and would impact the program accordingly:

<u>Reduced materials available for use in the classroom.</u>

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.

Instructional Materials

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	20,922,839.00	20,922,839
General Fund		
Lottery	24,818,307.00	
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	24.70	731,158.00
Total	45,741,170.70	21,653,997.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services	171,984.93	198,621.70
Supplies & Materials	41,838,027.77	18,455,375.30
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	3,000,000.00	3,000,000.00
Other: Transfers		
Total	45,010,012.70	21,653,997.00
Balance Remaining (Lottery funding disbursed after fiscal year cut-off)	731,158.00	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	School Safety Program	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$10,000,000	**FY 2021-22 EIA Funding Request**	$10,000,000

Program Contact	Nancy Williams Sabrina Moore	**Division/Office**	Finance Office of Student Intervention Services
Contact Title	CFO Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8108 (803) 734-8433	**Contact E-Mail**	nwilliams@ed.sc gov smoore@ed.sc.gov

Summary of Program: Proviso 1.86. (SDE: School Safety Program) included below: *Funds appropriated for the School Safety Program and School Resource Officers shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer.*

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$3,318,960.49	33%
Allocated to Other Entities (Local Law Enforcement Entities)	$6,681,039.51	67%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$10,000,000	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	100%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:	100%

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: Proviso 1.86. (SDE: School Safety Program)

Regulation(s):

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	_____X_____	No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to districts to increase the number of schools staffed with a minimum of one full-time school resource	Allocate funds to local law enforcement agencies to hire full-time school resource officers to work in schools that	Approximately $12 million in SRO funding was allocated to law enforcement agencies on behalf of districts statewide. Funds were allocated to ensure	Funds are allocated to provide 205 schools with full-time school resource officers.	A spreadsheet of SRO funding requests is maintained in the OSIS.The spreadsheet includes the name of

officer. *Research highlights the following benefits that school administrators seek from having police officers working in their schools include:* *•Increased safety in and around the schools* *•Increased perceptions of safety* *•Improved police call response times* *•Reductions in truancy* *•Fewer distractions from their teachers' teaching and class preparation duties.*	do not have full-time school resource officers	that every district was able to be served by at least one additional SRO if such an officer was available.		the SRO and the school to which he or she is assigned.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to districts to increase or maintain the number of schools staffed with a minimum of one full-time school resource officer.

Researh highlights the following benefits that school administrators seek from having police officers working in their schools include:
•Increased safety in and around the schools
•Increased perceptions of safety | Allocate funds to local law enforcement agencies to continue the employment of full-time school resource officers | An increase in the number of schools served by a full-time school resource officer or a sustained number of schools served by a full-time school resource officer from the previous year | Funds will be allocated to provide schools with full-time school resource officers | Number of schools with full-time school resource officers |

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EIA Programs Administered by SC Department of Education

•*Improved police call response times* •*Reductions in truancy* •*Fewer distractions from their teachers' teaching and class preparation duties.*				
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to districts to increase or maintain the number of schools staffed with a minimum of one full-time school resource officer. *Researh highlights the following benefits that school administrators seek from having police*	Allocate funds to local law enforcement agencies to continue the employment of full-time school resource officers	An increase in the number of schools served by a full-time school resource officer or a sustained number of schools served by a full-time school resource officer from the previous year	Funds will be allocated to provide schools with full-time school resource officers	Number of schools with full-time school resource officers

EIA Programs Administered by SC Department of Education

officers working in their schools include: *•Increased safety in and around the schools* *•Increased perceptions of safety* *•Improved police call response times* *•Reductions in truancy* *•Fewer distractions from their teachers' teaching and class preparation duties.*			

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- The number of qualified law enforcement officers available to serve as school resource officers
- The lack of funds for SRO equipment, including vehicles

Fiscal Year 2020-21:

- The number of qualified law enforcement officers available to serve as school resource officers
- The lack of funds for SRO equipment, including vehicles

Fiscal Year 2021-22:

- The number of qualified law enforcement officers available to serve as school resource officers
- The lack of funds for SRO equipment, including vehicles

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.

The number of schools with a full time school resource officer

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' or recipients/ perceptions?

The program is providing support for districts to increase the number of schools with full time coverage by a qualified school resource officer. One concern remains, the number of qualified school resource officers available to serve in this capacity.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____**X**_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

> **A.** The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

> _____X_____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 2020-21	**$10,000,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$10,000,000**

> 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 2021-22?

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 $300,000__ and would impact the program accordingly:**
> **Reduced funding available for school resource officers**

> **5% Reduction in EIA funding equates to $500,000_ and would impact the program accordingly:**

> **Reduced funding available for school resource officers**

> **7% Reduction in EIA funding equates to $700,000_ and would impact the program accordingly:**

> **Reduced funding available for school resource officers**

> **10% Reduction in EIA funding equates to $1,000,000_ and would impact the program accordingly:**

> **Reduced funding available for school resource officers**

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.

EIA Programs Administered by SC Department of Education

FORM D

PROVISO REVISION REQUEST

NUMBER	**1A.70**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	(SDE-EIA: School Safety Program)
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	**VIII.A.4 – School Safety Program**
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	**None**
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	Amend
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	**None**
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	This proviso change would include the South Carolina Public Charter School District and schools authorized by an institution of higher learning, as well as remove the requirement that no district may receive funding for more than four SROs.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	**1A.70.** (SDE-EIA: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts**, *including the South Carolina Public Charter School District and schools authorized by an institution of higher learning,*** that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department ~~and no districts shall receive an award of more than four certified school resource officer positions~~. In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer. The department is authorized to carry forward funds and utilize these funds for the same purpose.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

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School Safety Program

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	10,000,000.00	10,000,000
General Fund	1,935,000.00	1,935,000.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	321,938.66	5,575,899.15
Total	12,256,938.66	17,510,899.15

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	6,681,039.51	17,510,899.15
Other: Transfers		
Total	6,681,039.51	17,510,899.15
Balance Remaining	5,575,899.15	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	PowerSchool/Data Collection	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$7,500,000	**FY 2021-22 EIA Funding Request**	$10,500,000

Program Contact	Daniel Ralyea	**Division/Office**	Office of Research and Data Analysis
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8086	**Contact E-Mail**	dralyea@ed.sc.gov

Summary of Program:
The South Carolina Department of Education funds and provides training for a data collection system composed of the unique student numbering system (SUNS), an assessment reporting system, and a student information system that is used by all schools, districts, special schools and state operated programs. The data collection system enables the South Carolina Department of Education to maintain a comprehensive data collection and reporting system to conduct data collection, storage, retrieval, and analysis for the purposes of accountability reporting.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

    Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$7,500,000	100%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$7,500,000	100%

    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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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: SC Code Ann. §59-18-900

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1.3. (SDE: State Aid to Classrooms) 1.8. (SDE: Educational Responsibility/Foster Care) 1A.37. (SDE-EIA: PowerSchool Dropout Recovery Data) 1.57. (SDE: Full-Day 4K) 3.3. (LEA: Student Unique Identifiers)

Regulation(s):

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	X	No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The SIS, IEP and Assessment system require renewal	SCDE completed an RFI and is preparing an RFP	SCDE will issue an RFP after gathering feedback from district stakeholders	SCDE systems will be under contract and implementation will be proceeding	District and state data systems will allow real time (within 24 hours) access to data sources
Pre-K data sources will be included in Data	Private First Steps student data will be	The database will be created and private First Steps student	Third grade reading results will be linked to	Data visualizations on public and private first

EIA Programs Administered by SC Department of Education

Warehouse	housed in a free standing database and linked into the data warehouse	data from the past three years will be incorporated	First Steps participants	steps programs will be available

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
	Implementation of Data collection (District ODS)	90% of districts will have access to ODS	100% of districts converted to new data system	
	Mapping of new district data to data warehouse	Daily district data submissions are received by the department	Data available to classroom teachers and policymakers are reliable and timely	
	Training of districts	Targeted training delivered to School administration, district administration and SIS coordinators	Job embedded training is provided to data system users	
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that	**Measures and Assessment Tools** (How do you measure your outputs and

EIA Programs Administered by SC Department of Education

or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	progress toward completing activities.)	indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
District data currently exist in silos the require large resource investments to be utilized in conjunction with each other. Fiscal changes have delayed the development of the new data collection system. Using alternative funding methods continue the development of the new data collection system	The VAM (EIA) 16 project contained funding for an ODS pilot using the basis the ODS' will be rolled out state wide and COVID funds will be used to build out other domains for data collection. This will allow districts access to apartially integrated data set.	The integrated data set will allow access to ADM reprts for Districts to monitor funding. The linking between assessment domain and SIS Domain will allow Students needing academic assistance funding will be identified	College and Career reporting will encopass IEP, Assessment and SIS data	

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

Fiscal Year 2020-21:

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

Fiscal Year 2021-22:

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

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.

- Higher quality data.
- Informed-decision making.
- Timely reporting.
- Accountability metrics.

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' or recipients/ perceptions?

- The agency solicited stakeholder feedback as part of a process to inform a Request for Information on a proposed new system.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   **_____X_____ No**

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

    _____No increase requested.

    _____X_____ 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 2020-21	**$7,500,000**
Amount of increase requested in EIA funding for FY 2021-22	**$3,000,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$10,500,000**

    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 2021-22?
        a. The agency would like the new procurement to include not only the base SIS, but also several other student information systems currently in disparate systems: Frontline Assess, the IEP system, LevelData systems, and the IGP system. Due to the pandemic and the uncertainty of the financial recovery, the SCDE entered into a 3 year contract with current vendors to reduce the increase in recurring funds and delay the need for the non-recurring funds until it is fiscally prudent to support the procurement requirements.

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 $_225,000_____ and would impact the program accordingly: <u>Reduced ability to support the student information system</u>

    5% Reduction in EIA funding equates to <u>$375,000_____</u> and would impact the program accordingly:

    <u>Reduced ability to support the student information system</u>

    7% Reduction in EIA funding equates to <u>$525,000_____</u> and would impact the program accordingly:

    <u>Reduced ability to support the student information system</u>

10% Reduction in EIA funding equates to $_ 750,000____ and would impact the program accordingly:

Reduced ability to support the student information system

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.

Technical Assistance

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	23,801,301.00	23,801,301
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	580,222.81	474,742.83
Total	24,381,523.81	24,276,043.83

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	3,403,324.44	4,263,600.00
Contractual Services	1,284,953.47	2,200,000.00
Supplies & Materials	109,998.06	500,000.00
Fixed Charges	190,690.96	581,523.81
Travel	159,434.68	880,960.00
Equipment		-
Employer Contributions	1,283,274.77	1,705,440.00
Allocations to Districts/Schools/Agencies/Entities	17,475,104.60	14,144,520.02
Other: Transfers		
Total	23,906,780.98	24,276,043.83
Balance Remaining	474,742.83	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	PowerSchool/Data Collection	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$7,500,000	**FY 2021-22 EIA Funding Request**	$10,500,000

Program Contact	Daniel Ralyea	**Division/Office**	Office of Research and Data Analysis
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8086	**Contact E-Mail**	dralyea@ed.sc.gov

Summary of Program: The South Carolina Department of Education funds and provides training for a data collection system composed of the unique student numbering system (SUNS), an assessment reporting system, and a student information system that is used by all schools, districts, special schools and state operated programs. The data collection system enables the South Carolina Department of Education to maintain a comprehensive data collection and reporting system to conduct data collection, storage, retrieval, and analysis for the purposes of accountability reporting.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$7,500,000	100%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$7,500,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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: SC Code Ann. §59-18-900

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1.3. (SDE: State Aid to Classrooms) 1.8. (SDE: Educational Responsibility/Foster Care) 1A.37. (SDE-EIA: PowerSchool Dropout Recovery Data) 1.57. (SDE: Full-Day 4K) 3.3. (LEA: Student Unique Identifiers)

Regulation(s):

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 | X | No |

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The SIS, IEP and Assessment system require renewal	SCDE completed an RFI and is preparing an RFP	SCDE will issue an RFP after gathering feedback from district stakeholders	SCDE systems will be under contract and implementation will be proceeding	District and state data systems will allow real time (within 24 hours) access to data sources
Pre-K data sources will be included in Data	Private First Steps student data will be	The database will be created and private First Steps student	Third grade reading results will be linked to	Data visualizations on public and private first

EIA Programs Administered by SC Department of Education

Warehouse	housed in a free standing database and linked into the data warehouse	data from the past three years will be incorporated	First Steps participants	steps programs will be available

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
	Implementation of Data collection (District ODS)	90% of districts will have access to ODS	100% of districts converted to new data system	
	Mapping of new district data to data warehouse	Daily district data submissions are received by the department	Data available to classroom teachers and policymakers are reliable and timely	
	Training of districts	Targeted training delivered to School administration, district administration and SIS coordinators	Job embedded training is provided to data system users	
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that	**Measures and Assessment Tools** (How do you measure your outputs and

EIA Programs Administered by SC Department of Education

or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	progress toward completing activities.)	indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
District data currently exist in silos the require large resource investments to be utilized in conjunction with each other. Fiscal changes have delayed the development of the new data collection system. Using alternative funding methods continue the development of the new data collection system	The VAM (EIA) 16 project contained funding for an ODS pilot using the basis the ODS' will be rolled out state wide and COVID funds will be used to build out other domains for data collection. This will allow districts access to apartially integrated data set.	The integrated data set will allow access to ADM reprts for Districts to monitor funding. The linking between assessment domain and SIS Domain will allow Students needing academic assistance funding will be identified	College and Career reporting will encopass IEP, Assessment and SIS data	

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

Fiscal Year 2020-21:

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

Fiscal Year 2021-22:

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

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.

- Higher quality data.
- Informed-decision making.
- Timely reporting.
- Accountability metrics.

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' or recipients/ perceptions?

- The agency solicited stakeholder feedback as part of a process to inform a Request for Information on a proposed new system.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____No increase requested.

_____X_____ 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 2020-21	**$7,500,000**
Amount of increase requested in EIA funding for FY 2021-22	**$3,000,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$10,500,000**

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 2021-22?
   a. The agency would like the new procurement to include not only the base SIS, but also several other student information systems currently in disparate systems: Frontline Assess, the IEP system, LevelData systems, and the IGP system. Due to the pandemic and the uncertainty of the financial recovery, the SCDE entered into a 3 year contract with current vendors to reduce the increase in recurring funds and delay the need for the non-recurring funds until it is fiscally prudent to support the procurement requirements.

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 $ 225,000_____ and would impact the program accordingly: Reduced ability to support the student information system

5% Reduction in EIA funding equates to $375,000_____ and would impact the program accordingly:

Reduced ability to support the student information system

7% Reduction in EIA funding equates to $525,000_____ and would impact the program accordingly:

Reduced ability to support the student information system

15

10% Reduction in EIA funding equates to $_750,000____ and would impact the program accordingly:

Reduced ability to support the student information system

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.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	7,500,000.00	7,500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	264,424.54	842,491.97
Total	7,764,424.54	8,342,491.97

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	519,232.32	960,372.00
Contractual Services	785,381.45	1,200,000.00
Supplies & Materials	5,339,230.40	5,708,520.97
Fixed Charges	29,729.51	34,550.00
Travel	40,116.32	39,500.00
Equipment	30,897.89	45,000.00
Employer Contributions	177,344.68	354,549.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Total	6,921,932.57	8,342,491.97
Balance Remaining	842,491.97	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	School Value Added Instrument	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,400,000	**FY 2021-22 EIA Funding Request**	$1,400,000

Program Contact	Daniel Ralyea	**Division/Office**	Office of Research and Data Analysis
Contact Title	Director	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8086	**Contact E-Mail**	dralyea@ed.sc.gov

Summary of Program:
The Education Accountability Act requires the use of a value-added system to determine the magnitude of student growth for reporting in the school report card.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$1,400,000	100%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$1,400,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:

S.C Code Ann. §59-18-1960

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

1A.69. (SDE-EIA: Value-Added Accountability)

Regulation(s):

EIA Programs Administered by SC Department of Education

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	X	No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue	**Protested procurement slowed implementation of new system**			
Goal	**Develop reporting framework for reporting system**			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Integration of growth data rostering into district data system	Utilize SIS API to automatically roster students into growth system	District data will automatically populate rosters for school level roster verification	Automated rostering system will allow roster verification reducing time investment by teachers	25% of school districts will participate in roster verification
Development of web reporting framework	Stakeholder focus groups will identify	Web report interface will be produced	Web access reporting will indicate high use	60% of school district will log in for data

	needs for effective usage of data		from various geographic locations	retrieval

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Web and Face to face training of teachers on system features	Develop and deliver Web/video explaining classroom usage of AM data	Teacher level training will be available on SCDE website and 16 regional trainings on assessment and growth data usage will be delivered	Increase in the number of teacher including value added measures in their SLO	15% of teachers will include VAM in their SLOs
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

practices support the strategies employed?)				
Teachers need to look in multiple sources to link summative formative and growth data. Increase teacher awareness of the role of assessment in describing a childs learning	Development of Rally Analytics Tool to tie Growth projections to State summative assessments and district formative assessments so teachers can access testing data in single source	The number of districts that introduce the tools to their teachers and parents will increase.	Specfically 75% of SC districts will utilize the tool	Count the number of districts that have linked their network logins to the Rally Tool

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- The department is investigating other value-added measures and exploring what might be the best measures of school impact for our state.

Fiscal Year 2020-21:

Fiscal Year 2021-22:

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.

- Value-added model impacts school ratings on the report cards.
- Training assists schools and teachers in learning what is measured, where data indicates growth is or is not occurring, and focusing efforts on improvement.

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' or recipients/ perceptions?

- As directed in proviso, the value-added system was procured. The award went to a new vendor.
- The department has worked with that vendor and the EOC to align the current results to those with the old vendor for accountability purposes.
- The department is working to provide additional information and resources to schools and teachers.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____**X**_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____X_____ 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 2020-21	**$1,400,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$1,400,000**

      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 2021-22?

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 $<u>_42,000_____</u> and would impact the program accordingly: <u>Reduced funding available to meet contractual obligations</u>

      5% Reduction in EIA funding equates to $<u>_70,000_____</u> and would impact the program accordingly:

      <u>Reduced ability to support the student information system</u>

      7% Reduction in EIA funding equates to <u>$98,000_____</u> and would impact the program accordingly:

      <u>Reduced ability to support the student information system</u>

      10% Reduction in EIA funding equates to <u>$_140,000_____</u> and would impact the program accordingly:

      <u>Reduced ability to support the student information system</u>

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.

EIA Programs Administered by SC Department of Education
FORM D
PROVISO REVISION REQUEST

NUMBER	**1A.63**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	(SDE-EIA: Value-Added Accountability)
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	**VIII.A.4 – School Value Added Instrument**
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	None
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Delete**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	The procurement process for a value-added system, as required in S.C. Code Ann. §59-18-1960, has been completed by the department. Thus, this proviso is no longer needed.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	~~**1A.63.** (SDE-EIA: Value-Added Accountability) With the funds appropriated for School Value Added Instrument in the current fiscal year the Department of Education shall use the education value-added assessment system that was procured and administered in the prior fiscal year to calculate the magnitude of student progress or growth at the school level for purposes of state and federal accountability. At the discretion of the local school district, a district may use the education value added assessment system to evaluate classroom teachers using student progress or growth. The estimates of specific teacher effects on the educational progress of students will not be a public record and shall be made available only to the specific teacher, principal and superintendent. In the current fiscal year, the Department of Education is directed to procure a value-added assessment system, which calculates student growth and includes the measurement of magnitude of growth, to be used in future school years that meets the requirements of the state and federal accountability system as defined in Chapter 18 of Title 59 of the 1976 Code.~~

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

School Value Added

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,400,000.00	1,400,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	169,477.05
Total	1,400,000.00	1,569,477.05

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services	1,207,322.95	1,400,000.00
Supplies & Materials	23,000.00	
Fixed Charges	200.00	
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers- Assessment		
Total	1,230,522.95	1,400,000.00
Balance Remaining*	169,477.05	169,477.05
TOTAL:		
# FTES:		

*- Although this appropriation does not have carryforward authority, SCDE utilized the State Superintendent's Authority in ACT 142 to carryforward these funds.

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	EIA Four-Year-Old Childhood	**Address**	EIA Four-Year-Old Childhood

FY 2020-21 EIA Appropriation per Act 135 of 2020	$15,513,846	**FY 2021-22 EIA Funding Request**	15,513,846

Program Contact	Quincie Moore	**Division/Office**	Office of Early Learning and Literacy (OELL)
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	**Contact E-Mail**	qmoore@ed.sc.gov

Summary of Program: The EIA Child Development Program (also called EIA 4K) was initiated in 1984 by the South Carolina Education Improvement Act. School districts are legislatively required to offer at least one part-day or half-day pre-K program. South Carolina currently has two state-funded preschool programs administered by the SC Department of Education (SCDE); districts which are not eligible for the South Carolina Early Reading Development and Education Program (CERDEP) full-day 4K funding participate in the EIA 4K program. There are two districts which are eligible for CERDEP, but select not to participate (Horry and Union). They have selected to continue to offer half-day pre-K through the EIA 4K funding. Of the 82 school districts in our state, 19 school districts participate in the EIA 4K program, which is less than 25 percent of districts statewide. These districts set their own eligibility criteria from a state-specified list of risk factors that include low parent education, history of foster care, homelessness, teen parents, and low income. State funding for the EIA 4K districts for half-day 4K is allocated to districts based on the number of kindergarteners who qualify for free or reduced-price lunch in each district. Some districts have expanded the half-day EIA 4K program to provide school-day services using funds from other sources.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$14,741,700.00	95%
Retained by this partnership/program/agency	$772,146	5%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$15,513,846	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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)	100%
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:

S.C. Code Ann. § 59-139-05 et seq. (2004)

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

1A.22 (SDE-EIA: 4K Targeting)

1A.58 (SDE-EIA: 4K Early Literacy Competencies Assessments)

Regulation(s):

24 S.C. Code Ann. Regs. 43-264.1 (State Board of Education Regulation)

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.

     X   Yes   No

If yes, please describe:
The half-day 4K program has guidelines as specified in regulation 43-264.1.

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20	
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.
Goal	South Carolina Half-Day Child Development Program (EIA 4K) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Provide EIA 4K representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All EIA 4K districts will have access to regional and statewide professional development in early childhood instructional strategies, and 80% of EIA 4K districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback. 2019-20 Outcome: 95% of EIA districts sent educators to EL PLOs.
Provide information sessions and technical	The technical assistance and on-site support	Districts will be provided with technical support using the site	90% of EIA 4K districts will receive technical	Site visit records and monitoring tool written

EIA Programs Administered by SC Department of Education

support to district administrators and teachers.	provided will help EIA 4K districts better prepare students for kindergarten.	visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	support and/or an on-site monitoring visit from an OELL staff member.	feedback. 2019-20 Outcome: 100% of districts received technical supports and/or an on-site monitoring visit.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	40% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school). 2019-20 Outcome: 39% of kindergarteners demonstrated readiness on the KRA.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	South Carolina Half-Day Child Development Program (EIA 4K) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide EIA 4K representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All EIA 4K districts will have access to regional and statewide professional development in early childhood instructional strategies, and 85% of EIA 4K districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help EIA 4K districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	90% of EIA 4K districts will receive technical support and/or an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.

EIA Programs Administered by SC Department of Education

Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	40% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide EIA 4K representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All EIA 4K districts will have access to regional and statewide professional development in early childhood instructional strategies, and 90% of EIA 4K districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.

EIA Programs Administered by SC Department of Education

Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help EIA 4K districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	93% of EIA 4K districts will receive technical support and and/or an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	43% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- 2019–20 was the third year of implementation for the statewide KRA; while district technology capabilities vary across the state, the SCDE has worked to provide more technology supports for teachers as they conduct the assessment during the first weeks of school, including the introduction of an app for entering student data, raw score data that can be viewed immediately, and a score sheet option for entering and viewing student results. The SCDE also worked with the legislature to provide flexible scheduling options for districts at the beginning of the school year as they begin testing.

- Children develop and learn significantly in the years before entering pre-K. While high quality pre-K can reduce the kindergarten preparation gap between low-income and high-income households, schools and teachers cannot control for the home experiences of the children entering their classrooms.

Fiscal Year 2020-21:

- The SCDE expects that both public and non-public 4K will see a reduction in enrollment this fall due to the COVID pandemic.
- Due to the COVID pandemic, the KRA was adapted this year, including the removal of some questions in order to facilitate online administration for districts who had not yet reopened.
- Children develop and learn significantly in the years before entering pre-K. While high quality pre-K can reduce the kindergarten preparation gap between low-income and high-income households, schools and teachers cannot control for the home experiences of the children entering their classrooms.

Fiscal Year 2021-22:

- The SCDE expects that public 4K enrollment should return to pre-COVID levels by the 2021-22 school year.

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.

- EIA 4K enrollment records: The Office of Early Learning and Literacy (OELL) uses enrollment and attendance records to document the number of children of poverty who are served each year through the program. These registration materials are updated annually to reflect any changes in legislation. The 2020–21 EIA 4K Registration Packet can be located at: https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/

- Kindergarten Readiness Assessment results: The office uses KRA results to examine the impact of CERDEP and pre-K in general on student school readiness. The South Carolina Department of Education selected three formative assessments (Phonological Awareness Literacy Screening [PALS], Individual Growth and Development Indicators [myIGDIs], and Teaching Strategies [GOLD]) for administration to publicly funded pre-kindergarten students. Each district will administer one of these assessments during the first forty-five days and during the last forty-five days of the school year. The SCDE will fund the same 4-year-old assessment that was administered during the 2019-20 school year. Information regarding the Pre-K and Kindergarten Readiness Assessments can be found at: https://ed.sc.gov/tests/elementary/pre-k-and-kindergarten-readiness-assessments/.

- Monitoring visit records and ELLCO: Literacy Specialists and Early Learning Specialists use the Early Language and Literacy Classroom Observation (ELLCO), a research-based observation tool, to document quality improvements at EIA 4K sites. Data from these visits are used to plan professional learning opportunities for districts and to provide targeted assistance to schools based on the collected data.

- NIEER Report: The State Preschool Yearbook is an annual publication of the National Institute for Early Education Research (NIEER) which has tracked the funding, access, and policies of state-funded preschool programs since the 2001-2002 school year. The Yearbook's stated purpose is to improve the public's knowledge and understanding of state efforts to expand the availability of high-quality education to young children in the 21st century. The SCDE uses the NIEER results to ensure we are meeting national standards and to determine areas for growth.

- Early Childhood Development Collection System: The Early Childhood Development Collection System (ECDCS) was created in the fall of 2017. The SC Profile website is an important tool for parents, educators, policymakers, and the general public to use when determining whether programs for young children are fulfilling their promise. The ECDCS allows anyone to see information regarding the status of early childhood efforts, and will hopefully facilitate discussions as to how South Carolina can continue to improve opportunities for our youngest learners. The panel evaluated the data that will be the most meaningful to educators, community members, lawmakers, and parents when it comes to charting a course for South Carolina's early childhood efforts. This data system does not show individual data but does report achievements and growth of South Carolina's children within the education and human services programs over a period of time.

- Preschool Development Grant: In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant. This grant will allow the state to conduct an assessment of all services available to children from birth to age 5, with the goal of identifying gaps in services and better coordinating existing services. The SCDE received a second round of the grant this year (2020)

- Technical assistance survey: The Office of Early Learning and Literacy (OELL) hosts a link on the SCDE website where early learning educators can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form

- Professional Learning Feedback Surveys: Surveys from professional learning opportunities provide feedback to the OELL staff which allows for refinement of training.

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' or recipients/ perceptions?

The program has not shifted or deviated from the original plan. Services and activities are operating as planned. Many districts supplement the EIA 4K funding from other sources to meet the needs of serving children of poverty in their districts. Some districts implementing the EIA 4K program as a half-day program have indicated that their goal is to serve a large number of students by serving twice the number daily during half-day AM and/or PM sessions. Other districts have indicated that they would prefer to have a more intensive program and provide a full-day of services, even if it would be for fewer students.

In 2017, the SCDE implemented new Early Learning Standards (SC-ELS) to provide educators statewide a framework for student development. The standards were collaboratively developed by a number of South Carolina organizations and agencies, including the SC State Child Care Administrator's Office and the SC Department of Social Services, Early Care and Education Division. Additionally, the OELL used early learning provider standards set by the National Institute for Early Education Research (NIEER) to adapt the office's support of 4K classrooms. Changes included increasing the number of on-site monitoring visits and using a research-based monitoring tool for each visit.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____X_____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 2020-21	**$15,513,846**
Amount of increase requested in EIA funding for FY 2021-22	**$**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$15,513,846**

      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 2021-22?

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 $_465,415.38__ and would impact the program accordingly: <u>Reduced funding for 4K instruction and instructional support</u>

      5% Reduction in EIA funding equates to $775,692.30__ and would impact the program accordingly:

      <u>Reduced funding for 4K instruction and instructional support</u>

      7% Reduction in EIA funding equates to $_1,085,969.22_ and would impact the program accordingly:

      <u>Reduced funding for 4K instruction and instructional support</u>

      10% Reduction in EIA funding equates to $1,551,384.60__ and would impact the program accordingly:

      <u>Reduced funding for 4K instruction and instructional support</u>

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.

4 Year Early Childhood

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	15,513,846.00	15,513,846
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	15,513,846.00	15,513,846.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	14,741,700.00	13,513,846.00
Other: Transfers- Assessment	772,146.00	2,000,000.00
Total	15,513,846.00	15,513,846.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	CERDEP	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$41,441,053	**FY 2021-22 EIA Funding Request**	$47,441,053

Program Contact	Quincie Moore	**Division/Office**	Office of Early Learning and Literacy (OELL)
Contact Title	Director	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	**Contact E-Mail**	qmoore@ed.sc.gov

Summary of Program:

The South Carolina Early Reading Development and Education Program (CERDEP) offers many of the state's at-risk 4-year-olds the opportunity to attend a full-day education program. CERDEP began as the Child Development Education Pilot Program (CDEPP), which was established in an annual budget proviso starting in 2006 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit, Abbeville County School District et al. vs. South Carolina. On June 11, 2014, Governor Nikki Haley signed Act 284 (Read to Succeed); Section 2 of that act codified the Child Development Education Program (CDEP), now known as CERDEP. The CERDEP program is designed to serve 4-year-old children eligible for free/reduced lunch and/or Medicaid, in a full day, 180-day instructional program to prepare them to enter kindergarten ready to learn.

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater pre-K access to students in districts with high levels of poverty. In 2018–19, the 33 original districts entered the thirteenth year since implementation in 2006; the 14 expansion districts of 2013

entered their seventh year; and the 14 districts added in 2014 entered their fifth year. Of the 64 districts who currently qualify for CERDEP, two have chosen to opt out of CERDEP participation (Horry and Union). The SCDE currently serves 62 CERDEP districts and three charter schools.

Act 284 mandates that in CERDEP classrooms districts will provide: (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan, (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

•

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 41,246,053	99.5%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (EOC)	$195,000	.5%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$41,441,053	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%

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Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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)	100%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other *(Please Explain)*	%
TOTAL:	100%

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: Title 59, Chapter 156; Title 59, Chapter 155

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

1.57 (SDE: Full-Day 4K)
1.69 (SDE: CDEPP Unexpended Funds)

1.76 (SDE: First Steps 4K Underserved Communities) – CERDEP referenced

1A.22 (SDE-EIA: 4K Targeting)

1A.29 (SDE-EIA: Full-Day 4K)

1A.58 (SDE-EIA: 4K Early Literacy Competencies Assessments)
1A.59 (SDE-EIA: CDEPP Unexpended Funds)

Regulation(s): N/A

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.

X	Yes		No

If yes, please describe:

If yes, please describe: The SCDE CERDEP Guidelines provide the requirements for the program and are based on the legislation. Annually these guidelines are updated and disseminated to school districts. Due to the 2019-20 budget being carried over this year, last year's guidelines are still in place. The current guidelines can be found at:

https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/CERDEP%20guidelines%2019–20.docx

Fiscal Year 2019-20	
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.
Goal	The South Carolina Child Early Reading Development and Education Program (CERDEP) will provide a quality, evidenced- based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Increase the number of children enrolled in CERDEP programs.	Increased access to funded, full-day 4K will give more at-risk children the opportunity to receive the high-quality education necessary for kindergarten readiness and success.	The OELL will work with CERDEP directors to maximize outreach and the use of expansion funding.	Goal of 11,000 students enrolled in CERDEP.	CERDEP enrollment records and waiting lists. 2019-20 Outcome: 11,280 students enrolled in CERDEP.
Provide CERDEP representatives access to professional	Professional development improves quality and evidence	The OELL will offer a variety of in-person and blended professional learning	All CERDEP districts will have access to regional and statewide	Session attendance records and participant survey feedback.

EIA Programs Administered by SC Department of Education

development on early childhood curricula and intentional teaching strategies.	base of current programs.	opportunities, and will provide districts with an optional research-based list of approved curricula.	professional development in early childhood instructional strategies, and 75% of CERDEP districts will participate in at least one EL PLO.	2019-20 Outcome: 80% of CERDEP districts sent educators to at least one EL PLO.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help CERDEP districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	95% of CERDEP districts will receive both technical support and an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback 2019-20 Outcome: 100% of CERDEP districts received both technical support and at least one on-site monitoring visit.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	40% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school). 2019-20 Outcome: 39% of kindergarteners demonstrated readiness on the KRA..

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	The South Carolina Child Early Reading Development and Education Program (CERDEP) will provide a quality, evidenced- based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Increase the number of children enrolled in CERDEP programs.	Increased access to funded, full-day 4K will give more at-risk children the opportunity to receive the high-quality education necessary for kindergarten readiness and success.	The OELL will work with CERDEP directors to maximize outreach and the use of expansion funding.	Goal of 11,300 students enrolled in CERDEP.	CERDEP enrollment records and waiting lists.
Provide CERDEP representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All CERDEP districts will have access to regional and statewide professional development in early childhood instructional strategies, and 85% of	Session attendance records and participant survey feedback.

EIA Programs Administered by SC Department of Education

			CERDEP districts will participate in at least one EL PLO.	
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help CERDEP districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	95% of CERDEP districts will receive both technical support and an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	40% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).
Provide parent engagement and student readiness platforms to support classroom instruction at home.	Extended at-home enrichment opportunities will better prepare students and their families for the transition to kindergarten.	The OELL will provide access to the Waterford UPSTART program to a pilot group of CERDEP districts.	Districts participating in the Waterford UPSTART pilot will meet or exceed the state average in the percentage of students demonstrating readiness on the KRA.	Kindergarten Readiness Assessment, Waterford records.
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)

used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)		progress toward completing activities.)	indicate impact on population being served.)	
Increase the number of children enrolled in CERDEP programs.	Increased access to funded, full-day 4K will give more at-risk children the opportunity to receive the high-quality education necessary for kindergarten readiness and success.	The OELL will work with CERDEP directors to maximize outreach and the use of expansion funding.	Goal of 11,500 students enrolled in CERDEP.	CERDEP enrollment records and waiting lists.
Provide CERDEP representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All CERDEP districts will have access to regional and statewide professional development in early childhood instructional strategies, and 80% of CERDEP districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help CERDEP districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	95% of CERDEP districts will receive both technical support and an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.
Provide professional development that leads to an increase in 4K	Providing a focus on the skills and competencies necessary for	The OELL will communicate measures of kindergarten readiness to 4K providers	43% of kindergarteners will demonstrate kindergarten readiness	Kindergarten Readiness Assessment (given to kindergarten students

EIA Programs Administered by SC Department of Education

students who demonstrate kindergarten readiness.	kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	through professional learning opportunities.	on the state's assessment (KRA).	during the first 45 days of school).
Provide parent engagement and student readiness platforms to support classroom instruction at home.	Extended at-home enrichment opportunities will better prepare students and their families for the transition to kindergarten.	The OELL will provide access to the Waterford UPSTART program to a pilot group of CERDEP districts.	Districts participating in the Waterford UPSTART pilot will meet or exceed the state average in the percentage of students demonstrating readiness on the KRA.	Kindergarten Readiness Assessment, Waterford records.

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- 2019–20 was the third year of implementation for the statewide KRA; while district technology capabilities vary across the state, the SCDE has worked to provide more technology supports for teachers as they conduct the assessment during the first weeks of school, including the introduction of an app for entering student data, raw score data that can be viewed immediately, and a score sheet option for entering and viewing student results. The SCDE also worked with the legislature to provide flexible scheduling options for districts at the beginning of the school year as they begin testing.

- Children develop and learn significantly in the years before entering pre-K. While high quality pre-K can reduce the kindergarten preparation gap between low-income and high-income households, schools and teachers cannot control for the home experiences of the children entering their classrooms.

Fiscal Year 2020-21:

- The SCDE expects that both public and non-public 4K will see a reduction in enrollment this fall due to the COVID pandemic.
- Due to the COVID pandemic, the KRA was adapted this year, including the removal of some questions in order to facilitate online administration for districts who had not yet reopened.
- Children develop and learn significantly in the years before entering pre-K. While high quality pre-K can reduce the kindergarten preparation gap between low-income and high-income households, schools and teachers cannot control for the home experiences of the children entering their classrooms.

Fiscal Year 2021-22:

- The SCDE expects that public 4K enrollment should return to pre-COVID levels by the 2021-22 school year barring further financial or local health complications.

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.

- CERDEP enrollment records and waiting list: The Office of Early Learning and Literacy (OELL) uses enrollment and attendance records to document the number of children of poverty who are served each year through the program. These registration materials are updated annually to reflect any changes in legislation.

- Kindergarten Readiness Assessment results: The office uses KRA results to examine the impact of CERDEP and pre-K in general on student school readiness. The South Carolina Department of Education selected three formative assessments (Phonological Awareness Literacy Screening [PALS], Individual Growth and Development Indicators [myIGDIs], and Teaching Strategies [GOLD]) for administration to publicly funded pre-kindergarten students. Each district will administer one of these assessments during the first forty-five days and during the last forty-five days of the school year. The SCDE will fund the same 4-year-old assessment that was administered during the 2019-20 school year. Information regarding the Pre-K and Kindergarten Readiness Assessments can be found at: https://ed.sc.gov/tests/elementary/pre-k-and-kindergarten-readiness-assessments/.

- Monitoring visit records and ELLCO: The Office of Early Learning and Literacy (OELL) has increased the number of on-site monitoring/support visits made to CERDEP classrooms over the last three years and will continue to increase visits and support this upcoming year. Literacy Specialists and Early Learning Specialists use the Early Language and Literacy Classroom Observation (ELLCO), a research-based observation tool, to document quality improvements at CERDEP sites. Data from these visits are used to plan professional learning opportunities for districts and to provide targeted assistance to schools based on the collected data.

- NIEER Report: The State Preschool Yearbook is an annual publication of the National Institute for Early Education Research (NIEER) which has tracked the funding, access, and policies of state-funded preschool programs since the 2001-2002 school year. The Yearbook's stated purpose is to improve the public's knowledge and understanding of state efforts to expand the availability of high-quality education to young children in the 21st century. The SCDE uses the NIEER results to ensure we are meeting national standards and to determine areas for growth.

EIA Programs Administered by SC Department of Education

- Early Childhood Development Collection System: The Early Childhood Development Collection System (ECDCS) was created in the fall of 2017. The SC Profile website is an important tool for parents, educators, policymakers, and the general public to use when determining whether programs for young children are fulfilling their promise. The ECDCS allows anyone to see information regarding the status of early childhood efforts, and will hopefully facilitate discussions as to how South Carolina can continue to improve opportunities for our youngest learners. The panel evaluated the data that will be the most meaningful to educators, community members, lawmakers, and parents when it comes to charting a course for South Carolina's early childhood efforts. This data system does not show individual data but does report achievements and growth of South Carolina's children within the education and human services programs over a period of time.

- Preschool Development Grant: In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant. This grant will allow the state to conduct an assessment of all services available to children from birth to age 5, with the goal of identifying gaps in services and better coordinating existing services. The SCDE will use the results of this work to better collaborate with other providers.

- Technical assistance survey: The Office of Early Learning and Literacy (OELL) hosts a link on the SCDE website where early learning educators can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form.

- Professional Learning Feedback Surveys: Surveys from professional learning opportunities provide feedback to the OELL staff which allows for refinement of training.

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.

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EIA Programs Administered by SC Department of Education

- 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' or recipients/ perceptions?

- The program has doubled the number of 4-year-olds served since it first began in 2006 and nearly doubled the number of participating districts. Alongside this growth in enrollment, the state has also increased efforts to make sure CERDEP instruction is high-quality and research-based and that early learning instructors have the skills and qualifications necessary to effectively prepare students for kindergarten.
- In 2017, the SCDE implemented new Early Learning Standards (SC-ELS) to provide educators statewide a framework for student development. The standards were collaboratively developed by a number of South Carolina organizations and agencies, including the SC State Child Care Administrator's Office and the SC Department of Social Services, Early Care and Education Division. Additionally, the OELL used early learning provider standards set by the National Institute for Early Education Research (NIEER) to adapt the office's support of 4K classrooms. Changes included:
  - o Increasing the number of on-site monitoring visits;
  - o Adopting a consistently used, research-based monitoring tool for each visit;
  - o Increasing the number of Level 2 site visits, which are intensive visits that monitor literacy environment and regulatory components; and
  - o Creating an approved curriculum list that was approved by the State Board of Education.
- During the 2019–20 school year, the SCDE piloted the use of Waterford UPSTART in some CERDEP districts. Waterford UPSTART is a personalized kindergarten readiness program that supports reading and math in the home and promotes parent engagement. Early data suggests that students who participated in Waterford demonstrated higher kindergarten readiness than similar students who did not participate in the program.

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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The Education Oversight Committee (EOC) conducts an annual evaluation of preschool outcomes in the state.

The most recent evaluation was released by the EOC in the Spring of 2020 and may be found here: https://eoc.sc.gov/sites/default/files/Documents/4K/REVISED-FY2018-19%20%20FY2019-20%20State-Funded%20Full%20Day%204K%20Report%20As%20of%20021120.pdf

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

    _____ No increase requested.

    _____X_____ 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 2020-21	**$41,441,053**
Amount of increase requested in EIA funding for FY 2021-22	**$6,000,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$47,441,053**

    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 2021-22?

    An increase would enable the addition of new classrooms and it would allow districts to continue the parental engagement efforts.

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 $_1,243,321.59_ and would impact the program accordingly:

    <u>**Reduced number of CERDEP funded classrooms which impacts the students in need of the services provided via the program**</u>

    5% Reduction in EIA funding equates to $_2,072,052.65_ and would impact the program accordingly:

    <u>**Reduced number of CERDEP funded classrooms which impacts the students in need of the services provided via the program**</u>

    7% Reduction in EIA funding equates to $_2,900,873.71_ and would impact the program accordingly:

    <u>**Reduced number of CERDEP funded classrooms which impacts the students in need of the services provided via the program**</u>

10% Reduction in EIA funding equates to $\underline{\$\ 4,144,105.30}$ and would impact the program accordingly:

<u>Reduced number of CERDEP funded classrooms which impacts the students in need of the services provided via the program</u>

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.

CERDEP

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	41,441,053.00	41,441,053.00
General Fund	5,983,049.00	5,983,049.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	6,699,138.00	17,402.52
Total	54,123,240.00	47,441,504.52

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services	-	
Supplies & Materials	-	
Fixed Charges	-	
Travel	-	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	53,410,837.48	46,746,504.52
Other: Transfers	695,000.00	695,000.00
Total	54,105,837.48	47,441,504.52
Balance Remaining	17,402.52	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Teacher of the Year	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$155,000	**FY 2021-22 EIA Funding Request**	$155,000

Program Contact	Melanie Cooper	**Division/Office**	Office of Finance
Contact Title	Manager, Financial Services	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8135	**Contact E-Mail**	mcooper@ed.sc.gov

Summary of Program:

Funds provide awards to State Teacher of the Year, the four honor roll teachers, and each district Teacher of the Year.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$152,863.00	98.6%
Retained by this partnership/program/agency	$2,137	1.4%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$155,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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 Teacher of the Year *(Please Explain)*	100%
TOTAL:	100%

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:
59-26-90

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1A.10 (SDE-EIA: Teacher of the Year Awards)

Regulation(s):
N/A

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   _____X_____   No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Supply all district teachers of the year, the state teacher of the year, and 4 honor roll teachers with funding as	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding.	Finance documentation

soon as is feasible after the Teacher of the year banquet.				
Ensure payment no later than two weeks after the Teacher of the Year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding no more than two weeks after the Teacher of the Year banquet.	Finance documentation

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Supply all district teachers of the year, the state teacher of the year, and 4 honor roll teachers with funding as soon as is feasible after the Teacher of the year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding.	Finance documentation
Ensure payment no later than two weeks after the Teacher of the Year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding no more than two weeks after the Teacher of the Year banquet.	Finance documentation
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the	**Activities/Intervention** (What does the project or program do to make	**Outputs** (How do you know you are making progress? Include	**Outcomes (1-2 years)** (How do you know you have made significant	**Measures and Assessment Tools**

EIA Programs Administered by SC Department of Education

goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	progress toward goal and/or address the problem?)	measurable numbers that reflect implementation progress and progress toward completing activities.)	progress? Include measurable numbers that indicate impact on population being served.)	(How do you measure your outputs and outcomes? What are your outcomes or measures?)
Supply all district teachers of the year, the state teacher of the year, and 4 honor roll teachers with funding as soon as is feasible after the Teacher of the year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding.	Finance documentation
Funding allows state and districts to recognize Teacher of the Year honorees. Ensure payment are made no later than two weeks after the Teacher of the Year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding no more than two weeks after the Teacher of the Year banquet.	Finance documentation

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

No external factors influenced implementation.

Fiscal Year 2020-21:

No external factors influenced implementation.

Fiscal Year 2021-22:

No external factors influenced implementation.

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.

Outcomes are assumed under the EIA statute, which supports elevation of the teaching profession.

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' or recipients/ perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

    _____X_____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 2020-21	**$155,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$155,000**

    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 2021-22?

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 $ 4,650 and would impact the program accordingly:

    <u>Reduced recognition and incentives for teachers</u>

    5% Reduction in EIA funding equates to $ 7,750 and would impact the program accordingly:

    <u>Reduced recognition and incentives for teachers</u>

    7% Reduction in EIA funding equates to <u>$10,850</u> and would impact the program accordingly:

    <u>Reduced recognition and incentives for teachers</u>

    10% Reduction in EIA funding equates to <u>$15,500</u> and would impact the program accordingly:

    <u>Reduced recognition and incentives for teachers</u>

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.

Teacher of the Year

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	155,000.00	155,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	155,000.00	155,000.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services	-	
Supplies & Materials	-	
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$ 152,863.00	155,000.00
Other: Transfers		
Total	152,863.00	155,000.00
Balance Remaining		
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Teacher Quality Commission	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$372,724	**FY 2021-22 EIA Funding Request**	$372,724

Program Contact	Nancy Williams	**Division/Office**	Office of Finance
Contact Title	CFO	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8108	**Contact E-Mail**	nwilliams@ed.sc.gov

Summary of Program: Teacher Quality funds support efforts focused on attracting and retaining educators in difficult-to-staff rural South Carolina districts. Strategies supported include induction and mentoring, teacher leadership, maintenance and development of the educator information system, and review and accreditation of educator preparation providers.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$372,724	100%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$372,724	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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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:

SC Code Ann. §59-5-85, §59-25-110, §59-25-115, §59-26-20, §59-26-30, §59-155-180

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

N/A

Regulation(s):

43-205.1 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

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.

X   Yes   No

If yes, please describe:

Collective Leadership Initiative
Expanded Teacher Support and Evaluation Guidelines (2018)
Induction and Mentoring Program Implementation Guidelines (2017)

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Attracting and retaining educators in difficult-to-staff South Carolina districts
Goal	1) Work collaboratively with CERRA to develop and facilitate high quality, aligned induction training to principals, mentors, mentor coordinators, and induction teacher across the state (OEELD). 2) Expand teacher leadership opportunities through Collective Leadership Initiative (OEELD). 3) Support instruction in educator ethics and decision-making to PACE candidates (OES). 4) Review quality and effectiveness of educator preparation providers.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

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Support Induction & Mentor Coordinators Symposium (OEELD)	1) Work collaboratively with CERRA to provide district Coordinators with toolkit of resources to develop high quality, aligned induction programs and mentor supports that build district capacity to personalize support for their new teachers	Number of participants at Induction & Mentor Coordinators Symposiums: September 27, 2019 and TBD Symposium survey feedback	Expand resources in toolkit of supports for novice teachers Increased knowledge of resources available to district coordinators	Attendance sign-in sheets Symposium survey feedback
Execute Collective Leadership Initiative (OEELD)	2) Expand teacher leadership opportunities through Collective Leadership Initiative. (OEELD)	Execute Collective Leadership modules with new cohort, build leadership opportunities and community of practice for existing Collective Leadership initiative schools.	Survey results (assessment of whether schools are prepared to use models for collective leadership to improve educator retention, school climate, and student growth)	Completion rates Survey results
Pilot ethics training with PACE candidates.	3) Support instruction in educator ethics and decision-making to PACE candidates (OES). Due to the public health emergency, PACE trainings for Spring and Summer 2020 were transitioned to a fully online delivery model. This transition necessitated significant revisions to the PACE	Use ProEthica with PACE candidates. Revisions in the curricula and delivery model of the PACE trainings necessitated elimination of the pilot. Due to financial considerations and reduction in staffing, ETS has subsequently discontinued the ProEthica professional development modules and	Survey to assess perceptions of the training and impact on decision-making. Pilot was eliminated.	Completion rates, survey results. Pilot was eliminated.

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	training curricula and elimination of the pilot.	assessment.		
Review and accreditation of educator preparation providers and programs.	4) Review quality and effectiveness of educator preparation providers.	Assist EPPs in the quality assurance process.	Participation in the state and national accreditation process. Seven of thirty college and university providers participated in the cyclical accreditation site review process during 2019-20.	Accreditation status of EPPs. As of June 30, 2020, twenty-seven of thirty providers have full accreditation status. Two institutions had been issued accreditation with stipulations and one has been granted accreditation with probation.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Attracting and retaining educators in difficult-to-staff South Carolina districts			
Goal	1) Work collaboratively with CERRA to develop and facilitate high quality, aligned induction training to principals, mentors, mentor coordinators, and induction teacher across the state (OEELD). 2) Expand teacher leadership opportunities through Collective Leadership Initiative (OEELD). 3) Assist districts in recruiting and retaining teachers (OES).			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Support Induction & Mentor Coordinators Symposium (OEELD)	1) Work collaboratively with CERRA to fund high quality induction training and build capacity in district coordinators to personalize support so their for their new teachers	Number of participants at Induction & Mentor Coordinators Symposiums: September 27, 2019 and TBD Symposium survey feedback	Expand resources in toolkit of supports for novice teachers Increased knowledge of resources available to district coordinators	Attendance sign-in sheets Symposium survey feedback
Conduct Execute Leadership Initiative (OEELD)	2) Implement and teacher leadership opportunities through Collective Leadership Initiative. (OEELD)	Execute Collective Leadership modules with new cohort, build leadership opportunities and community of practice for existing Collective Leadership initiative schools.	Survey results (assessment of whether schools are prepared to use models for collective leadership to improve educator retention,	Completion rates Survey results

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			school climate, and student growth)	
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Review and accreditation of educator preparation providers and programs.	Review quality and effectiveness of educator preparation providers.	Assist EPPs in the quality assurance process.	Participation in the state and national accreditation process.	Accreditation status of EPPs.
Facilitate credentialing of effective and ethical educators.	Membership and participation in the National Association of State Directors of Teacher Education and Certification.	Participation in NASDTEC's Interstate Agreement and use of the NASDTEC Clearinghouse, a national database of educator misconduct/credential sanctions.	Impact on credentialing of educators.	Number of out-of-state educators issued a South Carolina certificate through reciprocity and data on Clearinghouse reporting.

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External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

Several external factors may impact implementation including:
- Districts are still calibrating evaluators and mentors on the teacher evaluation guidelines fully implemented in 2018–19.
- Recruitment and retention of effective teachers is impacted by declining enrollment in teacher preparation programs nationwide.
- OES is procuring a new system to facilitate the certification of the state's educator workforce from pre-service through retirement and provide robust reporting and data. The system is schedule to pilot in winter 2020.

Fiscal Year 2020-21:

- Recruitment and retention of effective teachers is impacted by declining enrollment in teacher preparation programs nationwide. Additionally, the impact of the global pandemic on recruitment and retention of the educator workforce is yet unknown.
- The SCDE will deploy a new enterprise-level, integrated compensation and certification system in 2020-21 with expanded user portals for educators, districts, and providers; enhanced case management system and work flows; and expanded reporting.

Fiscal Year 2021-22:

- Recruitment and retention of effective teachers is impacted by declining enrollment in teacher preparation programs nationwide. Additionally, the impact of the global pandemic on recruitment and retention of the educator workforce is yet unknown. By 2021-21, the SCDE will be able analyze data and act upon lessons learned.

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.

Outcomes were measured through attendance records, session feedback and notes, ADEPT Plans, reports, surveys, EPP accreditation status. See logic model for results.

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' or recipients/ perceptions?

- Please see data within logic model.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ _____ **Yes**   _____X_____

No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Collective Leadership
- South Carolina Collective Leadership Initiative Pilot Survey Results Summary found that the Collective Leadership Initiative's impact is growing and challenging current norms and orientations toward school improvement.
- Respondents noted improvements in their ability to impact constructive organizational politics, and the supportiveness of social norms and working relationships.
- Implications for the future included hosting learning labs at CLI schools, additional opportunities for integration of CLI in SCDE leadership development offerings and supporting school teams to examine schedules to find more time for collaboration and individualized student support.

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**   _____**X**_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____X_____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 2020-21	**$372,724**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$372,724**

      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 2021-22?

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 $_11,181.72_____ and would impact the program accordingly:

      <u>**Reduced efforts focused on attracting and retaining educators in difficult-to-staff rural South Carolina districts**</u>

      5% Reduction in EIA funding equates to $_18,636.20____ and would impact the program accordingly:

      <u>**Reduced efforts focused on attracting and retaining educators in difficult-to-staff rural South Carolina districts**</u>

      7% Reduction in EIA funding equates to <u>$26,090.68</u>____ and would impact the program accordingly:

      <u>**Reduced efforts focused on attracting and retaining educators in difficult-to-staff rural South Carolina districts**</u>

      10% Reduction in EIA funding equates to $_37,272.40____ and would impact the program accordingly:

      <u>**Reduced efforts focused on attracting and retaining educators in difficult-to-staff rural South Carolina districts**</u>

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.

Teacher Quality Commission

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	372,724.00	372,724.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	372,724.00	372,724.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		110,000.00
Contractual Services	$ 219,406.09	183,740.00
Supplies & Materials	$ 5,679.93	4,000.00
Fixed Charges	$ 30,089.53	29,000.00
Travel	$ 4,748.41	5,724.00
Equipment		3,000.00
Employer Contributions		37,260.00
Allocations to Districts/Schools/Agencies/Entities	-	
Other: Transfers-		
Total	259,923.96	372,724.00
Balance Remaining	112,800.04	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Teacher Salary Supplement and Fringe	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$220,755,700	**FY 2021-22 EIA Funding Request**	$220,755,700

Program Contact	Melanie Cooper	**Division/Office**	Office of Finance
Contact Title	Manager, Financial Services	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8135	**Contact E-Mail**	mcooper@ed.sc.gov

Summary of Program: This program provides funding for teacher salaries and fringe to districts to ensure salaries are paid, based on certificate and year of experience, are adequate to meet the State Minimum Salary Schedule.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$220,755,700	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$220,755,700	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	80%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	20%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:	100%

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:

59-1-480, 59-20-50(b)

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

1.3 (State Aid to Classrooms)

1A.15 (SDE-EIA: Teacher Salary Supplement)

Regulation(s):

N/A

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   _____X_____   No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	**South Carolina teacher salaries below the southeastern average.**
Goal	**Provide funding adequate for districts to successfully meet the statewide minimum salary schedule.**

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

EIA Programs Administered by SC Department of Education

Supplement (TSS).				
Provide fringe benefits based on payment of TSS.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	South Carolina teacher salaries below the southeastern average.			
Goal	Provide funding adequate for districts to successfully meet the statewide minimum salary schedule.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS).	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Provide fringe benefits based on payment of TSS.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that	**Measures and Assessment Tools** (How do you measure your outputs and

EIA Programs Administered by SC Department of Education

or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	progress toward completing activities.)	indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
Monitor SC Educator to ensure proper calculation of the Teacher Salary Supplement (TSS). Funding allows districts to pay teachers at or above the southeastern average.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Provide fringe benefits based on payment of TSS.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- No external factors influenced the implementation.

Fiscal Year 2020-21:

- The amount of revenue South Carolina ultimately generates due to impacts caused by the COVID-19 public health emergency.

Fiscal Year 2021-22:

- Any lasting impacts from the COVID-19 public health emergency.

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.

Outcomes are assumed under EIA statute, which supports elevation of the teaching profession and improved instruction.

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' or recipients/ perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

> **A.** The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):
>
> _____<u>X</u>_____ No increase requested (in EIA)
>
> _____ 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 2020-21	**$220,755,700**
Amount of increase requested in EIA funding for FY 2021-22	**$ 0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$220,755,700**

> 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 2021-22?

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 <u>$6,622,671</u> and would impact the program accordingly: <u>Reduced funding for teacher salaries.</u>**
>
> **5% Reduction in EIA funding equates to <u>$11,037,785</u> and would impact the program accordingly:**
>
> **<u>Reduced funding for teacher salaries</u>**
>
> **7% Reduction in EIA funding equates to <u>$15,452,899</u> and would impact the program accordingly:**
>
> **<u>Reduced funding for teacher salaries</u>**
>
> **10% Reduction in EIA funding equates to $22,075,570_____ and would impact the program accordingly:**
>
> **<u>Reduced funding for teacher salaries</u>**

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	**1A.36**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	**(SDE-EIA: Teacher Salaries/SE Average)**
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	**X.A – State Aid to Classrooms**
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	**X. Aid to School Districts- State Aid to Classrooms - $218,116,317**
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?
SUMMARY & EXPLANATION	The agency requests amending the proviso to reflect the current Southeastern average as provided by Revenue and Fiscal Affairs, updating the fiscal year reference, making conforming changes to reflect the teacher salary schedule as revised and inserting a proposed two percent increase in teacher salaries.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Teacher Salary	$51,975,291
<u>Teacher Salary Fringe</u>	<u>$15,831,673</u>
Total	**$67,806,964**

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT

1A.36. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be $52,830 ***$53,426***. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2019-20~~ ***2021-22***, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Funds allocated by Proviso 1.3 for implementing ***the*** ~~a revised~~ state minimum salary schedule for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state by not less than ~~four~~ ***two*** percent. Districts must use the district salary schedule utilized the prior fiscal year as the basis for providing the increase.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

EIA Teacher Salaries and Fringe

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	220,755,700	220,755,700
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	220,755,700.00	220,755,700.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	220,755,700.00	220,755,700.00
Other: Transfers		
Total	220,755,700.00	220,755,700.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Teacher Supplies	**Address**	1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$14,721,500	**FY 2021-22 EIA Funding Request**	$14,721,500

Program Contact	Melanie Cooper	**Division/Office**	Office of Finance
Contact Title	Manager, Financial Services	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8135	**Contact E-Mail**	mcooper@ed.sc.gov

Summary of Program: Funds are allocated to districts to provide certified and non-certified classroom teacher identified in PCS, media specialists, guidance counselors, career specialists employed by a school district or charter school and lead 4K teachers in publically funded First Steps classrooms $275 for supplies for classroom/student use.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$14,721,500	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$14,721,500	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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	100%
National Board Supplements	%
Other *(Please Explain)*	%
TOTAL:	100%

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: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: **1A.7 (SDE-EIA: Disbursements/Other Entities)** **1A.9 (SDE-EIA: Teacher Supplies)**

Regulation(s): N/A

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   _____X_____   No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Increase funding for teacher supplies in the classroom.
Goal	Provide supply funding to teachers, media specialists, and guidance counselors prior to the arrival of students at school each academic year.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Provide funds to districts for distribution by the statutory dealine of July 15	Completed	100 percent of school districts and special schools received $275 for all eligible professionals by the deadline.	All eligible teachers receive teacher supply funding to have necessary supplies for a good instructional program.	

EIA Programs Administered by SC Department of Education

Reconcile program funding after November 30 for teachers hired from July 1 through Nov 30.			

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Increase funding for teacher supplies in the classroom.			
Goal	Provide supply funding to teachers, media specialists, and guidance counselors prior to the arrival of students at school each academic year.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funds to districts for distribution by the statutory deadline of July 15.	Completed	100 percent of school districts and special schools received $275 for all eligible professionals by the deadline.	All eligible teachers receive teacher supply funding to have necessary supplies for a good instructional program.	
Reconcile program funding after November 30 for teachers hired from July 1 through Nov 30.	Completed			
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include	**Measures and Assessment Tools** (How do you measure your outputs and

EIA Programs Administered by SC Department of Education

program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	implementation progress and progress toward completing activities.)	measurable numbers that indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
Provide funds to districts for distribution by the statutory deadline of July 15. Funding allows districts to ensure teachers have adequate supplies for all students.	Completed	100 percent of school districts and special schools received $275 for all eligible professionals by the deadline.	All eligible teachers receive teacher supply funding to have necessary supplies for a good instructional program.	
Reconcile program funding after November 30 for teachers hired from July 1 through Nov 30.	Completed			

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

No external factors influenced implementation.

Fiscal Year 2020-21:

No external factors influenced implementation.

Fiscal Year 2021-22:

No external factors influenced implementation.

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.

Outcomes are assumed under EIA statute, which supports instructional improvement.

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' or recipients/ perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      <u>   X   </u>No increase requested.

      <u>   </u> An increase over the current fiscal year's appropriation.

      <u>   </u> 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 2020-21	**$14,721,500**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$14,721,500**

      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 2021-22?

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 $<u> 441,645   </u> and would impact the program accordingly:

      <u>**Those who typically are eligible to receive $275 in teacher supplies would have to settle for a lesser amount, depending on the percentage of funding reduced.**</u>

      5% Reduction in EIA funding equates to $<u> 736,075   </u> and would impact the program accordingly:

      <u>**Those who typically are eligible to receive $275 in teacher supplies would have to settle for a lesser amount, depending on the percentage of funding reduced.**</u>

      7% Reduction in EIA funding equates to $<u> 1,030,505   </u> and would impact the program accordingly:

      <u>**Those who typically are eligible to receive $275 in teacher supplies would have to settle for a lesser amount, depending on the percentage of funding reduced.**</u>

      10% Reduction in EIA funding equates to $<u> 1,472,150   </u> and would impact the program accordingly:

      <u>**Those who typically are eligible to receive $275 in teacher supplies would have to settle for a lesser amount, depending on the percentage of funding reduced.**</u>

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	1A.9
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	**(SDE-EIA: Teacher Supplies)**
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	**VIII.C.2 – Teacher Supplies**
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	None
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?

EIA Programs Administered by SC Department of Education

SUMMARY & EXPLANATION	Fiscal year update.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	**1A.9.** (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be dispersed. Funds may be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.
	Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's ~~2019~~ *__2021__* tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2019~~ *__2021__* return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this

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provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Teacher Supplies

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	14,721,500.00	14,721,500
General Fund	600,000.00	600,000
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	15,321,500.00	15,321,500.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	15,321,500.00	15,321,500.00
Other: Transfers		
Total	15,321,500.00	15,321,500.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	National Board Certification	**Address**	SC Dept of Education 1429 Senate Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$44,500,000	**FY 2021-22 EIA Funding Request**	$44,500,000

Program Contact	Melanie Cooper	**Division/Office**	Office of Finance
Contact Title	Manager, Financial Services	**Address**	1429 Senate Street Columbia, SC 29201
Contact Phone	803-734-8135	**Contact E-Mail**	mcooper@ed.sc.gov

Summary of Program: This program allows funding to be provided as incentive money for teachers achieving National Board Certification.

1

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 43,500,867.58	98%
Retained by this partnership/program/agency	$999,132.42	2%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$44,500,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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	100%
Other *(Please Explain)*	%
TOTAL:	100%

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: **1A.68 (SDE-EIA: National Board Certification Incentive)**

Regulation(s): **43-50, 43-205.1**

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 _____X_____ No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	**Funds needed for National Board Certification supplement.**
Goal	**Provide incentive funding for teachers achieving National Board Certification.**

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Provide funding for teachers achieving National Board Certification.	Ensures incentive funding.	Approximately 6,000 teachers who have achieved National Board Certification were provided with funding.	NBCTs in South Carolina received additional funding based on the timing of certification.	Finance documentation

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	**Funds needed for National Board Certification supplement.**			
Goal	**Provide incentive funding for teachers achieving National Board Certification.**			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide funding for teachers achieving National Board Certification.	Ensures incentive funding.	Approximately 6,000 teachers who have achieved National Board Certification were provided with funding.	NBCTs in South Carolina received additional funding based on the timing of certification.	Finance documentation
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

Provide funding for teachers achieving National Board Certification. Funding also allows districts to support National Board certified teachers.	Ensures incentive funding.	Approximately 6,000 teachers who have achieved National Board Certification were provided with funding.	NBCTs in South Carolina received additional funding based on the timing of certification.	Finance documentation

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

Changes to the proviso in the annual Appropriations Act limits funding for the state stipend to applicants who made application by June 30, 2018.

Fiscal Year 2020-21:

Fiscal Year 2021-22:

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.

> Outcomes are assumed under EIA statute, which supports elevation of the teaching profession, teacher recruitment and retention, teacher incentives, and instructional improvement.

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' or recipients/ perceptions?

> Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____X_____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 2020-21	**$44,500,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$44,500,000**

      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 2021-22?

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 $<u>1,335,000</u>_____ and would impact the program accordingly:

      <u>Reduced funding for teachers eligible for the supplement</u>

      5% Reduction in EIA funding equates to $<u>_2,225,000</u>____ and would impact the program accordingly:

      <u>Reduced funding for teachers eligible for the supplement</u>

      7% Reduction in EIA funding equates to $<u>3,115,000</u>_____ and would impact the program accordingly:

      <u>Reduced funding for teachers eligible for the supplement</u>

      10% Reduction in EIA funding equates to $<u>4,450,000</u>_____ and would impact the program accordingly:

      <u>Reduced funding for teachers eligible for the supplement</u>

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.

National Board Certification

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	44,500,000.00	44,500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	495,642.53	1,494,774.95
Total	44,995,642.53	45,994,774.95

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		52,166.00
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	43,500,867.58	45,942,608.95
Other: Transfers		
Total	43,500,867.58	45,994,774.95
Balance Remaining	1,494,774.95	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Professional Development	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$2,771,758.00	**FY 2021-22 EIA Funding Request**	$2,771,758.00

Program Contact	Anne Pressley	**Division/Office**	Office of Standards and Learning
Contact Title	Director	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8574	**Contact E-Mail**	apressley@ed.sc.gov

Summary of Program:

EIA funds are appropriated and expended for professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas. Funds are allocated directly to districts in support of this mission. Funds are also used to support the goals of the Office of Standards and Learning, which focuses on enhancing the capacity of teachers and district personnel to implement and support standards-based curriculum, instruction, and assessment practices. With student learning as the primary focus, the Office of Standards and Learning provides educators with a variety of ongoing, job-embedded, research-based professional learning opportunities that support public school districts' integration of all facets of the Profile of the South Carolina Graduate.

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EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 826,179.07	30%
Retained by this partnership/program/agency	$1,945,578.93	70%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$2,771,758.00	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:	100%

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:
N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1.A.25 (SDE-EIA: Professional Development)

Regulation(s):
N/A

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 | X | No |

If yes, please describe:

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20	
Problem/Issue	**Students must graduate with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate**
Goal	**With student learning as the primary focus, the overall goal is to support districts' effective integration of all facets of the Profile of the South Carolina Graduate.**

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Continue to develop high-quality units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Completed units of study/resources. Resources based on data being currently gathered.	Educators will have access to completed units of study/resources.	Completed units of study/resources.
Continue to utilize and enhance data-driven revision protocols for existing units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Evidence of data collected and revised units of study/resources	Educators will have access to improved PLOs and see modeling of data-driven instruction.	Revised units of study/resources.

EIA Programs Administered by SC Department of Education

Increase statewide participation in professional learning opportunities.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Number of participants/districts represented.	Increased participation numbers determined by number of participants and districts represented.	Session and attendance records
Monitor the effectiveness of professional learning opportunities to support ELA, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health, Physical Education, Gifted and Talented (GT), and transdisciplinary learning models.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	% of participants who apply new learning in their classrooms.	Divide number of participants showing evidence of implementation by total number of attendees in PLOs in each area .	Session and attendance records

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Students must graduate with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate			
Goal	With student learning as the primary focus, the overall goal is to support districts' effective integration of all facets of the Profile of the South Carolina Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Continue to develop high-quality units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Completed units of study/resources. Resources based on data being currently gathered.	Educators will have access to completed units of study/resources.	Completed units of study/resources.
Continue to utilize and enhance data-driven revision protocols for existing units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Evidence of data collected and revised units of study/resources	Educators will have access to improved PLOs and see modeling of data-driven instruction.	Revised units of study/resources.
Increase statewide participation in professional learning	Supports educator growth and instructional development related to	Number of participants/districts represented.	Increased participation numbers determined by number of participants	Session and attendance records

EIA Programs Administered by SC Department of Education

opportunities.	the Profile of the South Carolina Graduate.		and districts represented.	
Monitor the effectiveness of professional learning opportunities to support ELA, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health, Physical Education, Gifted and Talented (GT), and transdisciplinary learning models.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	% of participants who apply new learning in their classrooms.	Divide number of participants showing evidence of implementation by total number of attendees in PLOs in each area .	Session and attendance records

Fiscal Year 2021-22				
Problem/Issue	**Students must graduate with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate.**			
Goal	**With student learning as the primary focus, the overall goal is to support districts' effective integration of all facets of the Profile of the South Carolina Graduate.**			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Continue to develop high-quality units of study and/or resources	Supports educator growth and instructional development related to	Completed units of study/resources. Resources based on data being currently	Educators will have access to completed units of study/resources.	Completed units of study/resources.

EIA Programs Administered by SC Department of Education

to enhance district-level curriculum resources.	the Profile of the South Carolina Graduate.	gathered.		
Continue to utilize and enhance data-driven revision protocols for existing units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Evidence of data collected and revised units of study/resources	Educators will have access to improved PLOs and see modeling of data-driven instruction.	Revised units of study/resources.
Increase statewide participation in professional learning opportunities.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Number of participants/districts represented.	Increased participation numbers determined by number of participants and districts represented.	Session and attendance records
Monitor the effectiveness of professional learning opportunities to support ELA, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health, Physical Education, Gifted and Talented (GT), and transdisciplinary learning models.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	% of participants who apply new learning in their classrooms.	Divide number of participants showing evidence of implementation by total number of attendees in PLOs in each area .	Session and attendance records

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- (September 2019) No external factors are expected to impact implementation.
- (September 2020) While no external factors were anticipated a year ago to impact implementation, the onset of COVID in March of 2020 did impact implementation, as all Spring Professional Learning Opportunities had to be cancelled, and none were provided during June of 2020. This impact is reflected in the metrics reflecting participation numbers and participants' implementation of new learning.
- (September 2020) After submission of this report in September of 2019, the Office of Career and Technical Education (CTE) was assigned the role of supporting K-12 Computer Science Education; therefore, outcome data will be reflected in the report submitted by Angel Malone, Director of Career and Technical Education.

Fiscal Year 2020-21:

- (September 2020) It is possible that COVID will continue to impact educators' abilities to participate in PLOs offered during Fiscal Year 2020-21. The Office of Standards and Learning has shifted Professional Learning Opportunity offerings to a fully-virtual and changed time slots to afternoons and evenings to accommodate educators. Additionally, the Office of Standards and Learning will continue to mine data to determine research-based, next-steps to support student learning in virtual, hybrid, and face-to-face classroom settings.

Fiscal Year 2021-22:

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.

2019-20 yielded the following outcomes with the understanding that the data reflects the unique circumstances created by the COVID Pandemic and the limitations in educators' ability to take part in, (or to complete) professional learning opportunities:

- 35 statewide professional learning opportunities (PLOs) were provided by the Office of Standards and Learning. This number reflects a decrease in the total number (48) offered in 2018-19, as Summer Institute PLOs during the month of June 2020 could not be offered.
- Total number of participants who registered for PLOs was 2613. This number reflects a decrease in total number of participants (3388) in 2018-19, as Summer Institute PLOs during the month of June 2020 could not be offered.
- Total number of participants who successfully completed PLOs was 1,061. This number reflects a decrease in number of participants with successful completion (1928) in 2018-19, as Spring 2020 PLOs were cancelled prior to their completion and Summer Institute PLOs during the month of June 2020 could not be offered.
- % of participants who successfully completed PLOs was 65%. This reflects an increase from 57% in 2018-19.
- % of PLO completers who applied new learning in their classrooms was 90.3%. This reflects a slight decrease from 93% in 2018-19.

During the Spring of 2020, the Office of Standards and Learning focused on the development of new resources, in addition to units/resources already scheduled for development/revision in 2019-20. Resources developed during the Spring of 2020 were designed specifically to support educators in hybrid and virtual learning environments in response to COVID.

- Total number newly-developed units/resources as planned at the beginning of 2019-20 was 289.
- Total number of revised units/resources as planned at the beginning of 2019-20 was 186.
- Total number of additional units/resources developed in Spring 2020 in response to COVID was 394.

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' or recipients/ perceptions?

Qualitative data gathered from content-area leadership groups via surveys and PLO participants via their reflections and data gathered during PLO sessions indicates an overall positive perception of the services provided and their benefits to instructors. Roughly 90.3% of PLO participants who completed a PLO saw enough value in the new learning they acquired during the PLO to apply that new learning in their classrooms. Application data was gathered via student work and other artifacts shared by instructors.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

 A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

 _____X_____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 2020-21	**$2,771,758.00**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$2,771,758.00**

 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 2021-22?

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 $_83,152.74___ and would impact the program accordingly:

 <u>Less funding would be available to provide appropriate professional development for certified educators.</u>

 5% Reduction in EIA funding equates to $_138,587.90__ and would impact the program accordingly:

 <u>Less funding would be available to provide appropriate professional development for certified educators.</u>

 7% Reduction in EIA funding equates to $_194,023.06__ and would impact the program accordingly:

 <u>Less funding would be available to provide appropriate professional development for certified educators.</u>

 10% Reduction in EIA funding equates to $277,175.80__ and would impact the program accordingly:

 <u>Less funding would be available to provide appropriate professional development for certified educators.</u>

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.

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Professional Development

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	2,771,758	2,771,758
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	1,183,799.69	1,553,601.72
Total	3,955,557.69	4,325,359.72

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	43,659.50	21,000.00
Contractual Services	1,035,705.61	750,000.00
Supplies & Materials	315,602.53	1,065,877.50
Fixed Charges	75,727.97	105,000.00
Travel	52,989.12	100,000.00
Equipment	41,033.52	
Employer Contributions	11,058.65	6,300.00
Allocations to Districts/Schools/Agencies/Entities	826,179.07	2,009,978.76
Other: Transfers		
Total	2,401,955.97	4,058,156.26
Balance Remaining	1,553,601.72	267,203.46
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Assisting, Developing, and Evaluating Professional Teaching (ADEPT)	**Address**	8301 Parklane Road Columbia, SC 29223

FY 2020-21 EIA Appropriation per Act 135 of 2020	$873,909	**FY 2021-22 EIA Funding Request**	$873,909

Program Contact	Lilla Toal Mandsager	**Division/Office**	Office of Educator Effectiveness and Leadership Development (OEELD)
Contact Title	Director	**Address**	8301 Parklane Road Columbia, SC 29223
Contact Phone	(803) 896-0312	**Contact E-Mail**	lmandsager@ed.sc.gov

Summary of Program:

ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on evidence of teacher practice and student impact through instruments aligned with nationally recognized professional standards (i.e. SC Teaching Standards and Student Learning Objective), the ADEPT system forms a seamless continuum for educators throughout their careers. Moreover, the updates to the Expanded ADEPT system align seamlessly with the student-centered, data-driven instructional practices that will support all students to reach the Profile of the South Carolina graduate. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., School Counselors, School Librarians, and Speech-language Professionals).

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$873,909	100%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$873,909	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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	100%
(ADEPT)	
TOTAL:	100%

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: S.C. Code Ann. §59-26-30 (B) (2004), S.C. Code Ann. §59-26-40 (2012)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1A.3 (SDE-EIA: Teacher Evaluations, Implementation/Education Oversight)
1A.38 (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching - ADEPT)

Regulation(s):
R. 43 205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

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.

_____X_____   Yes   _____   No

If yes, please describe:
 Expanded Teacher Support and Evaluation Guidelines (2018)
 Induction and Mentoring Program Implementation Guidelines (2017)
Proposed Guidelines for ADEPT for School Counselors (2020)
Proposed Guidelines for ADEPT for School Librarians (2020)
Proposed Guidelines for ADEPT for Speech Lanuage Professionals (2020)

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.
Goal	1) To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

support the strategies employed?)				
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and continuous improvement of the Expanded ADEPT program.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system.	Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms.	99 percent of districts had on-time submission of ADEPT plans with signed assurances.

99 percent of districts identified ADEPT scoring model and approach by contract level, induction and mentoring program supports, evaluation timeline, method of supporting SLO process and continuous improvement efforts. | Count of districts with signed Assurance Plans. ADEPT plans describe local induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and ADEPT program evaluation results and implications. (Source: SCLead.org) |
		Percentage of SC districts reporting ADEPT evaluation results.	87 percent of districts are using SCLead.org features beyond reporting to manage educator evaluation procsseses.	Count of districts with evaluation data reported in SCLead.org (Source: 2019-20 Staff Evaluations-ADEPT report)
		Number of educators participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards.	As of September 1, 2020, 55,111 educators participated in South Carolina's Expanded ADEPT Support and Evaluation system and 94.91 percent reported as having met the standards.	Count of educators with 2019-20 evaluations and percent of educators with Met overall status as reported by district in SCLead.org (Source: 2019-20 ADEPT Report)
Provide support and guidance to districts to support implementation of their approved ADEPT	Ensure districts promote educator effectiveness and provide educator accountability through	Number of beginning educators who receive a first year of assistance and support through induction and mentoring	As of September 1, 2020, 3,401 beginning educators received a first year of assistance and support	Count of educators receiving Induction support and percent of Induction 1, Induction 2,

plans and compliance with relevant reporting and legal requirements.	their local ADEPT system through partnership with SCDE Regional ADEPT liaisons, targeted technical assistance, and professional learning opportunities.	programs, and percentage of these educators who meet the requirements at the Induction 1 contract level.	through induction and mentoring programs, and 92.88 percent of these educators met the requirements at the Induction 1 contract level.	and Induction 3 educators with Met overall status as reported by district in SCLead.org (Source: 2019-20 ADEPT Report)
		Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level	603 educators received a second year of assistance and support through induction supports, and 91.04 percent of these educators met the requirements at the Induction 2 contract level	Count of educators employed at Annual 1 contract level and received ADEPT formal (summative) evaluation (Source: 2019-20 ADEPT Report)
		Number of educators receiving a third year of assistance and support through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level	122 educators receiving a third year of assistance and support through induction, and 92.62 percent of these educators met the requirements at the Induction 3 contract level	Count of educators who unsuccessfully completed the formal evaluation process at the Annual contract level for the second time (Source: Sanctions report)
		Number of teachers employed at the Annual 1 contract level and who underwent the ADEPT formal (summative) evaluation process	4,357 were employed at the annual 1 contract level and underwent the ADEPT formal (summative) evaluation process. 3, 980 educators met the requirements at the Annual 1 summative contract level.	Feedback on local implementation of mentoring and induction supports (Source: CERRA feedback)
		Number of SBE-issued temporary certificate suspensions	No educators were issued SBE-issued temporary certificate suspensions for unsuccessful ADEPT evaluations.	

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			Induction and Mentoring Coordinators Coordinators indicated the following: • The level of support offered across districts is not consistent. When Induction teachers are provided minimum supports, there is a higher incidence of teacher attrition. • Diversifying the support offered to Induction teachers and utilizing internal and external partnerships positively impacted the retention of novice teachers.	
Use district reported Induction I counts (certified first-year Induction-contract teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	Provide funding to ensure South Carolina's teachers have a teacher evaluation system that improves professional practice and provides support for professional growth and development.	Count of Induction 1 teachers receiving support services	As of January 2020, 3,301 educators participated in Induction programs and received mentor support.	Count of educators that participated in Induction programs and received mentor supports (Source: 2019-20 Induction 1 Teacher Count by District)

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Fiscal Year 2020-21				
Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.			
Goal	1) To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and continuous improvement of the Expanded ADEPT program.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system.	Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms

Percentage of SC districts reporting ADEPT evaluation results
Percent of districts using SCLead.org features beyond reporting to manage educator evaluation procsseses.

Number of educators | On-time submission of ADEPT plans

Timely reporting of ADEPT scoring model and approach by contract level, induction and mentoring program supports, evaluation timeline, method of supporting SLO process and continuous improvement efforts. | Count of districts with signed Assurance Plans. ADEPT plans describe local induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and ADEPT program evaluation results and implications. (Source: SCLead.org) |

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		participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards		Percentage of districts with evaluation data reported in SCLead.org (Source: 2020-21 Staff Evaluations –ADEPT report) Count of educators with 2020-21 evaluations and percent of educators with Met overall status as reported by district in SCLead.org (Source: 2020-21 ADEPT Report)
Provide support and guidance to districts to support implementation of their approved ADEPT plans and compliance with relevant reporting and legal requirements.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system through partnership with SCDE Regional ADEPT liaisons, targeted technical assistance, and professional learning opportunities.	Delivery of services and support for Induction teachers Number of beginning educators who receive a first year of assistance and support through induction and mentoring programs, and percentage of these educators who meet the requirements at the induction-contract level Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level Number of educators receiving a third year of assistance and support through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level	Improved delivery of services and supports for Induction teachers Accurate reporting of number of teachers employed at Induction 1, 2 and 3 contract levels Accurate reporting of number of teachers employed at Annual 1 contract level Timely submission of sanctions data to SBE	Feedback on local implementation of mentoring and induction supports (Source: OEELD Survey) Count of educators receiving Induction support and percent of Induction 1, Induction 2, and Induction 3 educators with Met overall status as reported by district in SCLead.org (Source: 2020-21 ADEPT Report) Count of educators employed at Annual 1 contract level and received ADEPT formal (summative) evaluation (Source: 2020-21 ADEPT

		Number of teachers employed at the annual 1 contract level and who underwent the ADEPT formal (summative) evaluation process Number of SBE-issued temporary certificate suspensions		Report) Count of educators who unsuccessfully completed the formal evaluation process at the Annual contract level for the second time (Source: Sanctions report)
Use district reported Induction I counts (certified first-year Induction-contract teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	Provide funding to ensure South Carolina's teachers have a teacher evaluation system that improves professional practice and provides support for professional growth and development.	Count of Induction 1 teachers receiving support services	Accurate reporting of number of teachers employed at Induction 1 contract level	Count of educators that participated in Induction programs and received mentor supports (Source: 2020-21 Induction 1 Teacher Count by District)
Fiscal Year 2021-22				
Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.			
Goal	1) To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include	**Measures and Assessment Tools** (How do you measure your outputs and

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program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	implementation progress and progress toward completing activities.)	measurable numbers that indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and continuous improvement of the Expanded ADEPT program.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system. Continue with quarterly checks and monthly virtual office hours.	Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms Percentage of SC districts reporting ADEPT evaluation results Number of educators participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards	On-time submission of ADEPT plans Timely reporting of ADEPT scoring model and approach by contract level, induction and mentoring program supports, evaluation timeline, method of supporting SLO process and continuous improvement efforts.	Count of districts with signed Assurance Plans. ADEPT plans describe local induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and ADEPT program evaluation results and implications. (Source: SCLead.org) Count of districts with evaluation data reported in SCLead.org (Source: 2021-22 Staff Evaluations –ADEPT report) Count of educators with 2021-22 evaluations and percent of educators with Met overall status as reported by district in SCLead.org (Source: 2021-22 ADEPT Report)

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Provide support and guidance to districts to support implementation of their approved ADEPT plans and compliance with relevant reporting and legal requirements.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system through partnership with SCDE Regional ADEPT liaisons, targeted technical assistance, and professional learning opportunities.	Number of beginning educators who receive a first year of assistance and support through induction and mentoring programs, and percentage of these educators who meet the requirements at the induction-contract level Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level Number of educators receiving a third year of assistance and support through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level Number of teachers employed at the annual 1 contract level and who underwent the ADEPT formal (summative) evaluation process Number of SBE-issued temporary certificate suspensions	Improved delivery of services and supports for Induction teachers Accurate reporting of number of teachers employed at Induction 1, 2 and 3 contract levels Accurate reporting of number of teachers employed at Annual 1 contract level Timely submission of sanctions data to SBE	Feedback on local implementation of mentoring and induction supports (Source: OEELD Survey) Count of educators receiving Induction support and percent of Induction 1, Induction 2, and Induction 3 educators with Met overall status as reported by district in SCLead.org (Source: 2021-22 ADEPT Report) Count of educators employed at Annual 1 contract level and received ADEPT formal (summative) evaluation (Source: 2021-22 ADEPT Report) Count of educators who unsuccessfully completed the formal evaluation process at the Annual contract level for the second time (Source: Sanctions report)
Use district reported Induction I counts (certified first-year Induction-contract	Provide funding to ensure South Carolina's teachers have a teacher evaluation system that improves	Count of Induction 1 teachers receiving support services	Accurate reporting of number of teachers employed at induction 1 contract level	Count of educators that participated in Induction programs and received mentor supports (Source:

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teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	professional practice and provides support for professional growth and development.			2021-22 Induction 1 Teacher Count by District)

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

A number of external factors may impact implementation including:
- OEELD completed statewide implementation of the new SCLead.org data system in August 2018 to support district reporting of principal , classroom-based teacher, and special area educator evaluation data. Continued technical assistance will be provided to address SCTS 4.0 process fidelity, technology skills in local districts and import process challenges.
- Recruitment and retention of effective teachers is impacted by declining enrollment in teacher preparation programs nationwide.

Fiscal Year 2020-21:

- Districts and teachers are still developing their approach to conducting virtual observations and virtual instruction during the COVID-19 pandemic.
- Teacher retention is being challenged by rapidly changing work environments, extended schedules and evolving instructional expectations for virtual and race-to-face models in response to the COVID-19 pandemic.
- School leaders are facing the challenge of how to use collective leadership to address the unique challenges of instruction and school culture during the COVID-19 pandemic.

Fiscal Year 2021-22:

- School leaders are facing the challenge of how to use collective leadership to address the unique challenges of instruction and school culture during the COVID-19 pandemic.

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.

Final ADEPT Results 2019–20

The following charts summarize the 2019–20 ADEPT evaluation results for teachers at each contract level. As information, **55,111 teachers were employed during the 2019–20 academic year**. Data for this report were submitted electronically by school districts via a web-based South Carolina Leadership, Effectiveness, Advancement, and Development data system (SCLead.org) as of September 1, 2020.

Contract Level	Number of Teachers at each Contract Level and Evaluation Outcomes				
	Total Number	Met	Not Met	Incomplete	Not Reported
Induction 1	3,401	3,159	70	140	32
Induction 2	603	549	9	34	11
Induction 3	122	113	0	8	1
Annual 1	4,357	3,980	36	306	35
Annual 2	1,871	1,744	15	74	38
Annual 3	497	455	4	33	5
Annual 4	150	138	1	9	2
Continuing	43,921	42,252	173	980	516
Letter of Agreement	1,778	1,494	9	228	47

    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' or recipients/ perceptions?

OEELD creates relationships with district staff in charge of implementing ADEPT. Through monthly office hours, newsletters, participation in stakeholder groups, professional learning opportunities, and collaboration with participants in our leadership development programs, we gather feedback throughout the year on educator, principal, and district level needs.

Systematically, the ADEPT plan allows SCDE to understand, provide feedback, and request revisions to the plan for ADEPT support and evaluation plans for the upcoming school year. The SCLead.org data management system provided us the opportunity to share information about evaluations with districts and education preparation programs to support program improvement.

There are several allowable uses for the ADEPT money, and not all are specific to induction and mentoring even though an induction teacher count is used to allocate the total funds to each district. Although we do not ask for a report from districts regarding how their allocation was spent, we do monitor implementation through ADEPT plans, our data system, and our collaboration with CERRA and the induction and mentoring coordinators.

The appropriation amount to districts ranged between 200 and 300 dollars per Induction I teacher. Districts report that they struggle with the amount and the allotment it is not sufficient.

C. External Evaluation
Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

- University of South Carolina Research Evaluation, and Measurement Center South Carolina Educator Effectiveness: Expanded ADEPT, 2016-18 Evaluation Report (June 2018, Attached)
- SREB Educator Effectiveness Progress Monitoring Report, South Carolina (Fall 2017, Attached)
- American Institutes of Research Educator Perceptions of Teacher and Principal Evaluations Survey (2016, hyperlinked)
- American Institutes of Research Educator Perceptions of Teacher Evaluations Survey (Fall 2018, Attached)

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   _____X_____ No

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

        A. The total amount of EIA funds requested for this program for fiscal year 2021-22 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 2020-21	**$873,909**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$873,909**

        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 2021-22?

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 $_ 26,217.27_ and would impact the program accordingly:
        <u>**Less funding would be available for trainings to include standards and models for assisting, developing, and evaluating special area educators.**</u>

        5% Reduction in EIA funding equates to $_ 43,695.45_ and would impact the program accordingly:
        <u>**Less funding would be available for trainings to include standards and models for assisting, developing, and evaluating special area educators.**</u>

        7% Reduction in EIA funding equates to $_ 61,173.63_ and would impact the program accordingly:
        <u>**Less funding would be available for trainings to include standards and models for assisting, developing, and evaluating special area educators.**</u>

        10% Reduction in EIA funding equates to $_ 87,390.90_ and would impact the program accordingly:
        <u>**Less funding would be available for trainings to include standards and models for assisting, developing, and evaluating special area educators.**</u>

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.

ADEPT

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	873,909.00	873,909
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	873,909.00	873,909.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	873,909.00	873,909.00
Other: Transfers		
Total	873,909.00	873,909.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Technology (E-Rate)	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$ 12,271,826	**FY 2021-22 EIA Funding Request**	$ 12,271,826

Program Contact	Valarie Byrd	**Division/Office**	Chief Information Office
Contact Title	Senior Consultant	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-1434	**Contact E-Mail**	vbyrd@ed.sc.gov

Summary of Program:

The South Carolina K-12 School Technology Initiative – steered by a public/private partnership that includes the SC Department of Administration, SC Department of Education, SC Education Oversight Committee, SC Educational Television, SC State Library and private sector representatives, AT&T and the SC Telecommunications and Broadband Association. It guides the distribution of appropriated funds.

These funds collectively help to meet our schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities. The initiative manages a consortium for filing applications with the Universal Service Administrative Company (USAC) for the universal service schools and libraries program (E-rate) for affordable and discounted telecommunications and internet access.

The ultimate goal of the South Carolina K-12 School Technology Initiative is to help produce graduates who are supplied with the necessary skills to excel in today's highly competitive global marketplace. More information can be found on the SC K-12 School Technology Initiative website at https://sck12techinit.sc.gov/

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$380,000	3%
Allocated to Other Entities (Entities approved by K-12 Technology Initiative)	$11,891,826	97%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$12,271,826	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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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: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1.70 (SDE: Technology Technical Assistance) 1.71 (SDE: Technology Technical Assistance) 91.23 (LEG: Technology Panel) 117.27 (GP: School Technology Initiative)

Regulation(s): N/A

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.

X	Yes		No

If yes, please describe:

K12 TI Governance Bylaws,

https://sck12techinit.sc.gov/sites/default/files/Documents/K12SchoolTechnologyInitiativeCommitteeGovernanceBylaws0813.pdf

K12 TI Bandwidth Policies,

https://sck12techinit.sc.gov/e-rate/bandwidth-allocation-policies

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Complete and disseminate the 2020-22 South Carolina State Educational Technology Plan (EdTech Plan) • Ensure the new EdTech Plan supports competencies required by the *Profile of the SC Graduate* (SCDE). (proviso 1.70: $350,000)	• Provide a statewide vision and goals for the direction and outcomes for educational technology and digital learning aligned to the *Profile of the SC Graduate*.	• Publication of the EdTech Plan; submission of updated district technology plans.	• South Carolina school districts improve infrastructure, instructional technology, data security, personalized learning resources, and students' technology skills.	• Published State Education Technology Plan • District technology plans • IT Healthchecks and assessments. • Online testing
• Provide processing and storage resources to host School District	• Provide better information will be available to the	• Better information will be available to the schools, students, parents and	• South Carolina school districts will have the resources available to	• Direct feedback from participating school districts

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Web sites. • Provide guideline and templates for web site development while allowing Districts the ability to maintain their own content. • Provide Districts with web accessibility compliance assistance and limited web programming services (SCDE:$239,000)	schools, students, parents and community. • Provide an opportunity to acquire standards and cost savings to Districts.	community. • Costs savings to Districts. • Standards will be available to the participating Districts	build and maintain their web sites. • Reduction in out of compliance concerns (US DOE-OCR). • Reduction in districts outsource service cost.	
• The creation of standards-based, South Carolina-specific, educational resources on a digital platform (SCETV: $143,550.00)	• Develop interactive curriculum content that includes virtual reality and 360 activities • Convert existing content from Flash to HTML 5 • Create SC-specific lesson plans to support content development	• New content • Lesson Plans • Converted assets from Flash to HTML 5	• Increased classroom use of updated and new content • Increased access to lesson plans for South Carolina educators • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
(SCETV Cont.) • Support personnel to assist with standards alignment and curriculum development	• Focus on content that addresses gaps in the standards • Align existing assets to standards • Examine existing content specific to transition of new SC Social Studies standards	• New content • Lesson Plans • Professional Development Workshops	• Expanded content and lesson plans to address existing gaps • Increased standards aligned content • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas

EIA Programs Administered by SC Department of Education

(SCETV Cont.) • Platforms on which to host educational content	• Purchase contract/cloud-based services to support website maintenance and content development	• Hosted Web content	• Easily accessible content that complies with UDL guidelines	• Limited issues with accessibility to and use of resources
• Provide access to the World Almanac for Kids grades 2-9 (State Library: $91,020)	• Provide a age appropriate research database for young learners in a safe and trusted environment	• Implementation of the World Almanac for Kids	• User-friendly support of young learners in developing skills to do research	• Feedback from users
• Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. ($7.6 million for erate and $9,600 for training; $2.7 million for matching) • Non-E-rate network infrastructure match ($250,000) (DTO/DoA)	• Provide consortium applications to support equitable, ample, and secure bandwidth. • Provide training and technical assistance for USAC applications. • Provide matching funds to support category 2 funding applications	• Consortium applications • Funding approvals • Training opportunities • Category 2 applications with matching funds	• E-rate supported connectivity • Rate reductions • Internet bandwidth speed increases	• # of training opportunities. • # of schools receiving e-rate supported connectivity • Average internet bandwidth speed
• Improve information security solutions offered to schools so that student data are safe. ($1.061 million) (DTO/DoA)	• Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement)	• Districts using the Cisco umbrella services.	• Reduction in successful security threats	• Use of services • Vulnerabilities ameliorated

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Review the 2020-22 South Carolina State Educational Technology Plan (EdTech Plan) for revisions to ensure the plan still supports competencies required by the *Profile of the SC Graduate* (SCDE).	• If needed, Provide revised statewide vision and goals for the direction and outcomes for educational technology and digital learning aligned to the *Profile of the SC Graduate*.	• If needed, release a revised publication of the EdTech Plan; submission of updated district technology plans with revised requirements.	• South Carolina school districts improve infrastructure, instructional technology, data security, personalized learning resources, and students' technology skills.	• Release revised State Education Technology Plan (if required) • District technology plans • IT Healthchecks and assessments. • Online testing
• Provide processing and storage resources to host School District Web sites. • Provide guideline and templates for web site development while allowing Districts the ability to maintain their own content.	• Provide better information will be available to the schools, students, parents and community. • Provide an opportunity to acquire standards and cost savings to Districts.	• Better information will be available to the schools, students, parents and community. • Costs savings to Districts. • Standards will be available to the participating Districts	• South Carolina school districts will have the resources available to build and maintain their web sites. • Reduction in out of compliance concerns (US DOE-OCR).	• Direct feedback from participating school districts

EIA Programs Administered by SC Department of Education

• Provide Districts with web accessibility compliance assistance and limited web programming services (SCDE)				
• The creation of standards-based, South Carolina-specific, educational resources on a digital platform (SCETV)	• Develop interactive curriculum content that includes virtual reality and 360 activities • Convert existing content from Flash to HTML 5 • Create SC-specific lesson plans to support content development	• New content • Lesson Plans • Converted assets from Flash to HTML 5	• Increased classroom use of updated and new content • Increased access to lesson plans for South Carolina educators • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
(SCETV Cont.) • Support personnel to assist with standards alignment and curriculum development	• Focus on content that addresses gaps in the standards • Align existing assets to standards • Examine existing content specific to transition of new SC Social Studies standards	• New content • Lesson Plans • Professional Development Workshops	• Expanded content and lesson plans to address existing gaps • Increased standards aligned content • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
(SCETV Cont.) • Platforms on which to host educational content	• Purchase contract/cloud-based services to support website maintenance and content	• Hosted Web content	• Easily accessible content that complies with UDL guidelines	• Limited issues with accessibility to and use of resources

EIA Programs Administered by SC Department of Education

	development			
• Provide access to the World Almanac for Kids grades 2-9 (SC State Library)	• Provide a age appropriate research database for young learners in a safe and trusted environment	• Implementation/Expansion of the World Almanac for Kids	• Expand the availability of the World Almanac for Kids	• Feedback from users • Available Analytics
• Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. (for erate and training; for matching funds) • Non-E-rate network infrastructure match (DTO/DoA)	• Provide consortium applications to support equitable, ample, and secure bandwidth. • Provide training and technical assistance for USAC applications. • Provide matching funds to support category 2 funding applications	• Consortium applications • Funding approvals • Training opportunities • Category 2 applications with matching funds	• E-rate supported connectivity • Rate reductions • Internet bandwidth speed increases	• # of training opportunities. • # of schools receiving e-rate supported connectivity • Average internet bandwidth speed
• Improve information security solutions offered to schools so that student data are safe. (DTO/DoA)	• Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement)	• Districts using the Cisco umbrella services.	• Reduction in successful security threats	• Use of services • Vulnerabilities ameliorated
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include	**Measures and Assessment Tools** (How do you measure your outputs and

EIA Programs Administered by SC Department of Education

program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	implementation progress and progress toward completing activities.)	measurable numbers that indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
N/A Due to COVID-19	N/A Due to COVID-19	N/A Due to COVID-19	N/A Due to COVID-19	N/A Due to COVID-19

EIA Programs Administered by SC Department of Education

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- Implementation may be impacted by a number of external factors:
  - Available funding (state and federal)
  - Available resources
  - Contract negotiations
  - The Federal E-Rate program administration (filing process, compliance requirements, etc.).
  - Unexpected Costs
  - Ability to find qualified personnel to support work
  - Changes in K12 standards
  - Requests associated with legislative/community/state priorities
  - Availability of internet service providers and broadband in some areas.

Fiscal Year 2020-21:
- Implementation may be impacted by a number of external factors:
  - Impact of the COVID-19 Pandemic-Funding, Resources, Unexpected Costs
  - The Federal E-Rate program administration (filing process, compliance requirements, etc.).
  - Ability to find qualified personnel to support work
  - Changes in K12 standards and digital ecosystem
  - Requests associated with legislative/community/state priorities
  - Availability of internet service providers and broadband in some areas.

Fiscal Year 2021-22:
- All aforementioned factors may cause the program to be impacted.

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.

Outcomes are assumed under EIA statue, which supports instructional improvement.

Refer to the South Carolina K-12 School Technology Initiative's 2019-20 Progress Report for more specific statistics data. https://sck12techinit.sc.gov/publications

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' or recipients/ perceptions?

Annually implementation is summarized in the K-12 Schools Technology Initiative Committee annual report and during meetings of the initiative. Documentation can be found at https://sck12techinit.sc.gov/publications

During the past year the initiative continued providing security services to school districts and library systems. School district and libraries participated in the e-rate matching fund program. The SCDE pilot project, which offers a service to provide backup and recovery services for school districts, was well received by participants.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

EIA Programs Administered by SC Department of Education

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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?

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

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 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 2020-21	**$12,271,826**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$12,271,826**

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 2021-22?

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 $<u>368,154.78</u> and would impact the program accordingly:

<u>Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.</u>

5% Reduction in EIA funding equates to $<u>613,591.30</u> and would impact the program accordingly:

<u>Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.</u>

7% Reduction in EIA funding equates to $<u> 859,027.82</u> and would impact the program accordingly:

<u>Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.</u>

10% Reduction in EIA funding equates to $<u>1,227,182.60</u> and would impact the program accordingly:

Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	**1.70**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	(SDE: Technology Technical Assistance)
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	VIII.D - Technology
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	None
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?

EIA Programs Administered by SC Department of Education

SUMMARY & EXPLANATION	The agency proposes updating proviso 1.70 as currently the technical assistance is limited to Abbeville districts. The agency request the funds be first used to provide assistance to the Abbeville trial and plaintiff districts then to other districts that lack sufficient capacity. The agency further request districts offering paper administration to adhere to Department deadlines.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

PROPOSED PROVISO TEXT	**1.70.** (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must be used to increase the capacity of districts, **first** who are or were the original trial and plaintiff school districts in the Abbeville law suit, **and then other districts that need such assistance**. Funds shall be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure ~~in accordance with the recommendations made by the technology review team to begin~~ and to build capacity to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a waiver from the State Board of Education from the requirement that all assessments be administered online; **however, any paper administrations must be completed according to the deadlines set by the Department**.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

K-12 Technology

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	12,271,826.00	12,271,826
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	60,000.00	269,000.00
Total	12,331,826.00	12,540,826.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	-	
Contractual Services	30,000.00	269,000
Supplies & Materials	-	
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers	12,032,826.00	12,271,826
Total	12,062,826.00	12,540,826.00
Balance Remaining	269,000.00	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Grants Committee	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$504,313	**FY 2021-22 EIA Funding Request**	$ 7,504,313

Program Contact	Katie Nilges	**Division/Office**	Governmental Affairs
Contact Title	Director	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-1215	**Contact E-Mail**	knilges@ed.sc.gov

Summary of Program:

Per Proviso 1A.67, there was established an Innovative Grants Committee tasked with awarding grants to schools, school districts, or directly purchasing services with the following criteria:
1. a demonstrated ability to meet the match throughout the granting period;
2. a demonstrated ability to implement the initiative or model as set forth in the application;
3. identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready;
4. a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;
5. blended and personalized learning focused on content mastery and experiential learning; and
6. Innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$119	.02%
Allocated to Other Entities (Please Explain)	$504,194	99.98%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$504,313	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:
N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1A.67

Regulation(s):
N/A

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   _____X_____   No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Increase services to students in districts through the allocation of grants funds.	Allocation of grant funds to high quality applicants.	The grants committee made allocations to 12 applicants.	Review of required external evaluations by grantees.	Number of students and schools served.

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Because of the Continuing Resolution, only a portion of the funding was available. As such, the application process to receive funding was modified and the scope was narrowed. Specifically, only those who received funds in the prior year were able to apply due to the limited amount of funding, as well as the shortened time period for implementation. Thus, the goal of expanding the program was unable to take place at the level anticipated.	Recipients of funds will continue with the program and innovative projects originally implemented in the prior fiscal year.

Grants will be allocated to grantees that meet the established process and criteria as set forth by the committee. Recipients will be able to serve additional students and districts. | Because this is the second year of the grants committee, with this year being a modified process, progress is continuing to be made and measured.

Grantees provided, and will continue to provide, external evaluations of programs including number of students impacted and data indicating academic gains when pertinent. | Multi year grantees shall produce external evaluations with data measures to indicate impact on students.

Grantees are also required to complete a reporting template as an accountability measure to ensure funding was appropriately expended in the prior grant cycle. | Number of grantees, number of students and schools served; Data reported through external evaluations. |
| | | | | |

EIA Programs Administered by SC Department of Education

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The committee will expand the application process to include applications for development and implementation of high quality programs and supports for students.	Grants will be allocated to grantees that meet the established process and criteria and with allowable funds serve additional students and districts.	Grantees will provide external evaluations of programs including number of students impacted and data indicating academic gains when pertinent.	Multi year grantees shall produce external evaluations with data measures to indicate impact on students.	Number of grantees, number of students and schools served; Data reported through external evaluations.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

Funding appropriated by the General Assembly and impacts of available revenue wil impact the ability of the program to continue.

Fiscal Year 2020-21:

Funding appropriated by the General Assembly and impacts of available revenue wil impact the ability of the program to continue.

Fiscal Year 2021-22:

Funding appropriated by the General Assembly and impacts of available revenue wil impact the ability of the program to continue.

EIA Programs Administered by SC Department of Education

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.

Each grantee is required to submit an external evaluation to the committee, as well as complete a reporting template which includes a breakdown of how funding was expended.

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' or recipients/ perceptions?

Because this is only the second year of implementation of the program, with this year being a modified process, data required for this section is still pending. Thus far, services and activities are going as planned and grantees have engaged the targeted population. With future years of implementation under normal circumstances, data and trends will become available.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   _____X_____ No

 If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____ No increase requested.

_____X_____ 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 2020-21	**$ 504,313**
Amount of increase requested in EIA funding for FY 2021-22	**$ 3,000,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$ 3,504,313**

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 2021-22?

During fiscal year 2019-20 the General Assembly appropriated $3,304,313 in funding to the agency to support the innovative grants program. The agency received $7,082,235 in grant request applications for school year 2019-20.

During the fiscal year 2020-2021, under the Continuing Resolution, the agency received $504,331 in recurring funds. The process for applying was limited only to those who had received funding in the prior grant cycle and were able to offer their program virtually. Applicants were only asked to include the funding needed for half of the year, with the hopes the General Assembly would have appropriated additional funding by January. A total of nine requests were received, totaling $2,232,700.

The additional funding will be used to support additional grant opportunities in rural and underserved school districts with a specific focus in reading, mathematics, early learning, and afterschool programs which serve at risk students. In addition, the funding may be utilized for those programs which can help address learning or social and emotional gaps, which were a direct result of COVID-19.

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 $15,129.39_ and would impact the program accordingly:

Total funding available for recipients would be decreased and those programs which have already been implemented will not be able to function at the same level as the prior year.

5% Reduction in EIA funding equates to $_25,215.65_____ and would impact the program accordingly:

Total funding available for recipients would be decreased and those programs which have already been implemented will not be able to function at the same level as the prior year.

7% Reduction in EIA funding equates to $_35,301.91___ and would impact the program accordingly:

Total funding available for recipients would be decreased and those programs which have already been implemented will not be able to function at the same level as the prior year.

10% Reduction in EIA funding equates to $50,431.30_ and would impact the program accordingly:

Total funding available for recipients would be decreased and those programs which have already been implemented will not be able to function at the same level as the prior year.

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	1A.67
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	**(SDE-EIA: Grants Committee)**
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	VIII.X – SDE Grants Committee
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	SDE Grants - $3,000,000 Recurring
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.

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EIA Programs Administered by SC Department of Education

OTHER AGENCIES AFFECTED	None

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	Changes reflect updates to the process and the currently established committee.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

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EIA Programs Administered by SC Department of Education

PROPOSED PROVISO TEXT	**1A.67.** (SDE-EIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants committee, in Fiscal Year 2019-20, shall give priority to funding projects funded by the Education Oversight Committee Partnerships of Innovation in the prior fiscal year while keeping with its established criteria. Additionally, the committee shall accept applications per the established process for new grantees not to exceed the amount appropriated by the General Assembly.

The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services. The committee members shall serve four year terms. The process shall include the application procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. The chairman of the committee shall be selected by the committee members at the first meeting of the committee. The committee members shall serve four year terms The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to:

(1) a demonstrated ability to meet the match throughout the granting period;

(2) a demonstrated ability to implement the initiative or model as set forth in the application;

(3) identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready;

(4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;

(5) blended and personalized learning focused on content mastery and experiential learning; and

(6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. The committee shall submit an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by June 30, 2020.

Grantees and service providers will be required to participate in an external evaluation as prescribed by the committee and agreed upon in the application and award process.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

SCDE Grants Committee

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA		
General Fund	504,313.00	504,313.00
Lottery	2,800,000.00	
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	
Total	3,304,313.00	504,313.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	3,304,194.00	504,313.00
Other: Transfers		
Total	3,304,194.00	504,313.00
Balance Remaining	119.00	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Technology (E-Rate)	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$ 12,271,826	**FY 2021-22 EIA Funding Request**	$ 12,271,826

Program Contact	Valarie Byrd	**Division/Office**	Chief Information Office
Contact Title	Senior Consultant	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-1434	**Contact E-Mail**	vbyrd@ed.sc.gov

Summary of Program:

The South Carolina K-12 School Technology Initiative – steered by a public/private partnership that includes the SC Department of Administration, SC Department of Education, SC Education Oversight Committee, SC Educational Television, SC State Library and private sector representatives, AT&T and the SC Telecommunications and Broadband Association. It guides the distribution of appropriated funds.

These funds collectively help to meet our schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities. The initiative manages a consortium for filing applications with the Universal Service Administrative Company (USAC) for the universal service schools and libraries program (E-rate) for affordable and discounted telecommunications and internet access.

The ultimate goal of the South Carolina K-12 School Technology Initiative is to help produce graduates who are supplied with the necessary skills to excel in today's highly competitive global marketplace. More information can be found on the SC K-12 School Technology Initiative website at https://sck12techinit.sc.gov/

EIA Programs Administered by SC Department of Education

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$380,000	3%
Allocated to Other Entities (Entities approved by K-12 Technology Initiative)	$11,891,826	97%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$12,271,826	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by SC Department of Education

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:
N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1.70 (SDE: Technology Technical Assistance) 1.71 (SDE: Technology Technical Assistance) 91.23 (LEG: Technology Panel) 117.27 (GP: School Technology Initiative)

Regulation(s):
N/A

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.

| X | Yes | | No |

If yes, please describe:

K12 TI Governance Bylaws,

https://sck12techinit.sc.gov/sites/default/files/Documents/K12SchoolTechnologyInitiativeCommitteeGovernanceBylaws0813.pdf

K12 TI Bandwidth Policies,

https://sck12techinit.sc.gov/e-rate/bandwidth-allocation-policies

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Complete and disseminate the 2020-22 South Carolina State Educational Technology Plan (EdTech Plan) • Ensure the new EdTech Plan supports competencies required by the *Profile of the SC Graduate* (SCDE). (proviso 1.70: $350,000)	• Provide a statewide vision and goals for the direction and outcomes for educational technology and digital learning aligned to the *Profile of the SC Graduate*.	• Publication of the EdTech Plan; submission of updated district technology plans.	• South Carolina school districts improve infrastructure, instructional technology, data security, personalized learning resources, and students' technology skills.	• Published State Education Technology Plan • District technology plans • IT Healthchecks and assessments. • Online testing
• Provide processing and storage resources to host School District	• Provide better information will be available to the	• Better information will be available to the schools, students, parents and	• South Carolina school districts will have the resources available to	• Direct feedback from participating school districts

EIA Programs Administered by SC Department of Education

Web sites. • Provide guideline and templates for web site development while allowing Districts the ability to maintain their own content. • Provide Districts with web accessibility compliance assistance and limited web programming services (SCDE:$239,000)	schools, students, parents and community. • Provide an opportunity to acquire standards and cost savings to Districts.	community. • Costs savings to Districts. • Standards will be available to the participating Districts	build and maintain their web sites. • Reduction in out of compliance concerns (US DOE-OCR). • Reduction in districts outsource service cost.	
• The creation of standards-based, South Carolina-specific, educational resources on a digital platform (SCETV: $143,550.00)	• Develop interactive curriculum content that includes virtual reality and 360 activities • Convert existing content from Flash to HTML 5 • Create SC-specific lesson plans to support content development	• New content • Lesson Plans • Converted assets from Flash to HTML 5	• Increased classroom use of updated and new content • Increased access to lesson plans for South Carolina educators • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
(SCETV Cont.) • Support personnel to assist with standards alignment and curriculum development	• Focus on content that addresses gaps in the standards • Align existing assets to standards • Examine existing content specific to transition of new SC Social Studies standards	• New content • Lesson Plans • Professional Development Workshops	• Expanded content and lesson plans to address existing gaps • Increased standards aligned content • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas

EIA Programs Administered by SC Department of Education

(SCETV Cont.) • Platforms on which to host educational content	• Purchase contract/cloud-based services to support website maintenance and content development	• Hosted Web content	• Easily accessible content that complies with UDL guidelines	• Limited issues with accessibility to and use of resources
• Provide access to the World Almanac for Kids grades 2-9 (State Library: $91,020)	• Provide a age appropriate research database for young learners in a safe and trusted environment	• Implementation of the World Almanac for Kids	• User-friendly support of young learners in developing skills to do research	• Feedback from users
• Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. ($7.6 million for erate and $9,600 for training; $2.7 million for matching) • Non-E-rate network infrastructure match ($250,000) (DTO/DoA)	• Provide consortium applications to support equitable, ample, and secure bandwidth. • Provide training and technical assistance for USAC applications. • Provide matching funds to support category 2 funding applications	• Consortium applications • Funding approvals • Training opportunities • Category 2 applications with matching funds	• E-rate supported connectivity • Rate reductions • Internet bandwidth speed increases	• # of training opportunities. • # of schools receiving e-rate supported connectivity • Average internet bandwidth speed
• Improve information security solutions offered to schools so that student data are safe. ($1.061 million) (DTO/DoA)	• Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement)	• Districts using the Cisco umbrella services.	• Reduction in successful security threats	• Use of services • Vulnerabilities ameliorated

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Review the 2020-22 South Carolina State Educational Technology Plan (EdTech Plan) for revisions to ensure the plan still supports competencies required by the *Profile of the SC Graduate* (SCDE).	• If needed, Provide revised statewide vision and goals for the direction and outcomes for educational technology and digital learning aligned to the *Profile of the SC Graduate*.	• If needed, release a revised publication of the EdTech Plan; submission of updated district technology plans with revised requirements.	• South Carolina school districts improve infrastructure, instructional technology, data security, personalized learning resources, and students' technology skills.	• Release revised State Education Technology Plan (if required) • District technology plans • IT Healthchecks and assessments. • Online testing
• Provide processing and storage resources to host School District Web sites. • Provide guideline and templates for web site development while allowing Districts the ability to maintain their own content.	• Provide better information will be available to the schools, students, parents and community. • Provide an opportunity to acquire standards and cost savings to Districts.	• Better information will be available to the schools, students, parents and community. • Costs savings to Districts. • Standards will be available to the participating Districts	• South Carolina school districts will have the resources available to build and maintain their web sites. • Reduction in out of compliance concerns (US DOE-OCR).	• Direct feedback from participating school districts

EIA Programs Administered by SC Department of Education

• Provide Districts with web accessibility compliance assistance and limited web programming services (SCDE)				
• The creation of standards-based, South Carolina-specific, educational resources on a digital platform (SCETV)	• Develop interactive curriculum content that includes virtual reality and 360 activities • Convert existing content from Flash to HTML 5 • Create SC-specific lesson plans to support content development	• New content • Lesson Plans • Converted assets from Flash to HTML 5	• Increased classroom use of updated and new content • Increased access to lesson plans for South Carolina educators • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
(SCETV Cont.) • Support personnel to assist with standards alignment and curriculum development	• Focus on content that addresses gaps in the standards • Align existing assets to standards • Examine existing content specific to transition of new SC Social Studies standards	• New content • Lesson Plans • Professional Development Workshops	• Expanded content and lesson plans to address existing gaps • Increased standards aligned content • Increased training and professional development requests	• Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
(SCETV Cont.) • Platforms on which to host educational content	• Purchase contract/cloud-based services to support website maintenance and content	• Hosted Web content	• Easily accessible content that complies with UDL guidelines	• Limited issues with accessibility to and use of resources

EIA Programs Administered by SC Department of Education

	development			
• Provide access to the World Almanac for Kids grades 2-9 (SC State Library)	• Provide a age appropriate research database for young learners in a safe and trusted environment	• Implementation/Expansion of the World Almanac for Kids	• Expand the availability of the World Almanac for Kids	• Feedback from users • Available Analytics
• Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. (for erate and training; for matching funds) • Non-E-rate network infrastructure match (DTO/DoA)	• Provide consortium applications to support equitable, ample, and secure bandwidth. • Provide training and technical assistance for USAC applications. • Provide matching funds to support category 2 funding applications	• Consortium applications • Funding approvals • Training opportunities • Category 2 applications with matching funds	• E-rate supported connectivity • Rate reductions • Internet bandwidth speed increases	• # of training opportunities. • # of schools receiving e-rate supported connectivity • Average internet bandwidth speed
• Improve information security solutions offered to schools so that student data are safe. (DTO/DoA)	• Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement)	• Districts using the Cisco umbrella services.	• Reduction in successful security threats	• Use of services • Vulnerabilities ameliorated
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include	**Measures and Assessment Tools** (How do you measure your outputs and

program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	implementation progress and progress toward completing activities.)	measurable numbers that indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
N/A Due to COVID-19	N/A Due to COVID-19	N/A Due to COVID-19	N/A Due to COVID-19	N/A Due to COVID-19

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- Implementation may be impacted by a number of external factors:
  - Available funding (state and federal)
  - Available resources
  - Contract negotiations
  - The Federal E-Rate program administration (filing process, compliance requirements, etc.).
  - Unexpected Costs
  - Ability to find qualified personnel to support work
  - Changes in K12 standards
  - Requests associated with legislative/community/state priorities
  - Availability of internet service providers and broadband in some areas.

Fiscal Year 2020-21:
- Implementation may be impacted by a number of external factors:
  - Impact of the COVID-19 Pandemic-Funding, Resources, Unexpected Costs
  - The Federal E-Rate program administration (filing process, compliance requirements, etc.).
  - Ability to find qualified personnel to support work
  - Changes in K12 standards and digital ecosystem
  - Requests associated with legislative/community/state priorities
  - Availability of internet service providers and broadband in some areas.

Fiscal Year 2021-22:
- All aforementioned factors may cause the program to be impacted.

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.

Outcomes are assumed under EIA statue, which supports instructional improvement.

Refer to the South Carolina K-12 School Technology Initiative's 2019-20 Progress Report for more specific statistics data. https://sck12techinit.sc.gov/publications

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' or recipients/ perceptions?

Annually implementation is summarized in the K-12 Schools Technology Initiative Committee annual report and during meetings of the initiative. Documentation can be found at
https://sck12techinit.sc.gov/publications

During the past year the initiative continued providing security services to school districts and library systems. School district and libraries participated in the e-rate matching fund program. The SCDE pilot project, which offers a service to provide backup and recovery services for school districts, was well received by participants.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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?

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

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 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 2020-21	**$12,271,826**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$12,271,826**

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 2021-22?

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 $<u>368,154.78</u> and would impact the program accordingly:

<u>Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.</u>

5% Reduction in EIA funding equates to $<u>613,591.30</u> and would impact the program accordingly:

<u>Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.</u>

7% Reduction in EIA funding equates to $<u> 859,027.82</u> and would impact the program accordingly:

<u>Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.</u>

10% Reduction in EIA funding equates to $<u>1,227,182.60</u> and would impact the program accordingly:

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Because these funds collectively help to meet schools' need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities, a reduction in funding would essentially mean this goal would be more difficult to reach.

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	**1.70**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").
TITLE	(SDE: Technology Technical Assistance)
	Provide the title from the FY 2020-21 Appropriations Act or suggest a short title for any new request.
BUDGET PROGRAM	VIII.D - Technology
	Identify the associated budget program(s) by name and budget section.
RELATED BUDGET REQUEST	None
	Is this request associated with a budget request you have submitted for FY 2021-22? If so, cite it here.
REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.
OTHER AGENCIES AFFECTED	None
	Which other agencies would be affected by the recommended action? How?

EIA Programs Administered by SC Department of Education

SUMMARY & EXPLANATION	The agency proposes updating proviso 1.70 as currently the technical assistance is limited to Abbeville districts. The agency request the funds be first used to provide assistance to the Abbeville trial and plaintiff districts then to other districts that lack sufficient capacity. The agency further request districts offering paper administration to adhere to Department deadlines.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

PROPOSED PROVISO TEXT	**1.70.** (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must be used to increase the capacity of districts, **first** who are or were the original trial and plaintiff school districts in the Abbeville law suit, **and then other districts that need such assistance**. Funds shall be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure ~~in accordance with the recommendations made by the technology review team to begin~~ and to build capacity to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a waiver from the State Board of Education from the requirement that all assessments be administered online; **however, any paper administrations must be completed according to the deadlines set by the Department**.

Paste FY 2020-21 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Transportation

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	22,032,195.00	22,032,195
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	22,032,195.00	22,032,195.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services	46,305.63	
Supplies & Materials (includes Fuel and Bus Parts)	16,669,215.79	22,032,195.00
Fixed Charges	89.02	
Travel		
Equipment (includes Buses)	3,078,238.83	
Utilities		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		-
Other: Transfers		
Total	19,793,849.27	22,032,195.00
Balance Remaining	2,238,345.73	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Family Connections South Carolina (FCSC)	**Address**	1919 Blanding Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$300,000	**FY 2021-22 EIA Funding Request**	**$300,000**

Program Contact	Rebecca Davis	**Division/Office**	Office of Special Education Services
Contact Title	Director	**Address**	1919 Blanding Street Columbia, SC 29201
Contact Phone	803-734-8028	**Contact E-Mail**	rcbavis@ed.sc.gov

Summary of Program:

Family Connection of South Carolina offers programs and services to ensure that parents, professionals, and caregivers have access to available resources to help their children reach their full potential. Community events are held statewide to raise awareness of the strength and determination of our children and to help others see that they are living rich, full lives.

Family Connection is the point of contact for those with disabilities or special healthcare needs throughout their journeys, from birth to adulthood. Their work focuses on five key areas: parent support, healthcare, education, training, and advocacy.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, 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 (Family Connections)	$300,000	100%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$300,000	100%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%

EIA Programs Administered by SC Department of Education

Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1A.63 (SDE-EIA: Family Connection South Carolina)

Regulation(s):

N/A

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 | X | No |

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide guidelines and oversight to Family Connections South Carolina.	Funding helps provide support to families of children with disabilities which includes, home visits, transition assistance, education assistance,	FCSC provided support to families across the state, according to the annual report to be provided to the SCDE and EOC.	The funding was provided directly to Family Connections of South Carolina. Initial notice letter provided with requirements of quarterly	FCSC Annual Report

EIA Programs Administered by SC Department of Education

	parent support and parent training.		expenditure reports and an annual summative outcome report.	

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide guidelines and oversight to Family Connections South Carolina. According to Farrel (2012) and the Harvard Family Research Project, one of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement confers benefits on all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as the general student	Funding helps provide support to families of children with disabilities which includes, home visits, transition assistance, education assistance, parent support and parent training.	FCSC provided support to families across the state, according to the annual report to be provided to the SCDE and EOC.	The funding was provided directly to Family Connections of South Carolina. Initial notice letter provided with requirements of quarterly expenditure reports and an annual summative outcome report.	FCSC Annual Report

EIA Programs Administered by SC Department of Education

population. Children with disabilities often face multifaceted classroom challenges requiring special attention from instructors and active engagement from their families. Their families play a number of supporting roles, including as their advocates and as people who can provide valuable insight into their specific needs to instructors, who may at times feel pressed by trying to meet the needs of diverse groups of students. There are rarely any simple answers to balancing the needs of each individual child with disabilities with others' needs, with competing structural, bureaucratic, pedagogical, and emotional factors often adding extra layers of effort and complexity for everyone involved. But when families and educators work together as partners, it enhances the likelihood that children with disabilities will have positive and successful learning experiences.			
Fiscal Year 2021-22			
Problem/Issue			

EIA Programs Administered by SC Department of Education

Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Provide guidelines and oversight to Family Connections South Carolina. According to Farrel (2012) and the Harvard Family Research Project, one of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement confers benefits on all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as the general student	Funding helps provide support to families of children with disabilities which includes, home visits, transition assistance, education assistance, parent support and parent training.	FCSC provided support to families across the state, according to the annual report to be provided to the SCDE and EOC.	The funding was provided directly to Family Connections of South Carolina. Initial notice letter provided with requirements of quarterly expenditure reports and an annual summative outcome report.	FCSC Annual Report

EIA Programs Administered by SC Department of Education

population. Children with disabilities often face multifaceted classroom challenges requiring special attention from instructors and active engagement from their families. Their families play a number of supporting roles, including as their advocates and as people who can provide valuable insight into their specific needs to instructors, who may at times feel pressed by trying to meet the needs of diverse groups of students. There are rarely any simple answers to balancing the needs of each individual child with disabilities with others' needs, with competing structural, bureaucratic, pedagogical, and emotional factors often adding extra layers of effort and complexity for everyone involved. But when families and educators work together as partners, it enhances the likelihood that children			

EIA Programs Administered by SC Department of Education

with disabilities will have positive and successful learning experiences.			

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

No external factor impacted implementation.

Fiscal Year 2020-21:

No external factor impacted implementation.

Fiscal Year 2021-22:

No external factor impacted implementation.

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.

Outcomes are assumed under EIA statute that supports instructional improvement.

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' or recipients/ perceptions?

Implementation is documented annually in the FCSC report. Allocation of funding is monitored through budget processes in the SCDE Office of Finance, the OSES, and through quarterly reports to the OSES. Budget actuals are provided with this report

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   _____X_____ No

If "Yes," please describe recommendations below:

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

    _____X_____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 2020-21	**$300,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$300,000**

    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 2021-22?

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 $_9,000____ and would impact the program accordingly:

    A reduction in funding would hinder the ability to offer programs and services to ensure that parents, professionals, and caregivers have access to available resources to help their children reach their full potential

    5% Reduction in EIA funding equates to $_15,000____ and would impact the program accordingly:

    A reduction in funding would hinder the ability to offer programs and services to ensure that parents, professionals, and caregivers have access to available resources to help their children reach their full potential

    7% Reduction in EIA funding equates to $_21,000__ and would impact the program accordingly:

    A reduction in funding would hinder the ability to offer programs and services to ensure that parents, professionals, and caregivers have access to available resources to help their children reach their full potential

    10% Reduction in EIA funding equates to $_30,000__ and would impact the program accordingly:

    A reduction in funding would hinder the ability to offer programs and services to ensure that parents, professionals, and caregivers have access to available resources to help their children reach their full potential

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.

Family Connections

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA-	300,000.00	300,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	300,000.00	300,000.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	300,000.00	300,000.00
Other: Transfers		
Total	300,000.00	300,000.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

EIA Programs Administered by SC Department of Education

Attachment C 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, 2020.**
- 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	Other State Agencies' Teacher Salary	**Address**	1429 Senate Street Columbia SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$ 13,467,848	**FY 2021-22 EIA Funding Request**	$13,803,861

Program Contact	Nancy Williams	**Division/Office**	Office of Finance
Contact Title	CFO	**Address**	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8108	**Contact E-Mail**	nwilliams@ed.sc.gov

Summary of Program: To provide teacher salary supplements for those employed by state agencies.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, 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) State Agencies	$13,467,848	100%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$13,467,848	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 1A.4

Regulation(s):   N/A

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	_____X_____	No

If yes, please describe:

EIA Programs Administered by SC Department of Education
Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	South Carolina teacher salaries fall below the southeastern average and state agencies that employ teachers lack the local tax base to fund a salary increase
Goal	Provide funding adequate for state agencies to successfully meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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 salary information for instructional personnel in each applicable state	Ensures teacher salaries in state agencies meet the statewide minimum salary schedule and the	Teacher salaries in state agencies are comparable to the local school districts.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

EIA Programs Administered by SC Department of Education

agency and the local supplement given by the school district in which the agency is located.	salary schedule of the school district in which the agency is located.			

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Request salary information for instructional personnel in each applicable state agency and the local supplement given by the school district in which the agency is located.	Ensures teacher salaries in state agencies meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.	Teacher salaries in state agencies are comparable to the local school districts.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by SC Department of Education

strategy? What relevant research, evidence or best practices support the strategies employed?)				
Request salary information for instructional personnel in each applicable state agency and the local supplement given by the school district in which the agency is located.	Ensures teacher salaries in state agencies meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.	Teacher salaries in state agencies are comparable to the local school districts.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

No external factors influenced the implementation.

Fiscal Year 2020-21:

The requirement in the continuing resolution to suspend the required step increase.

Fiscal Year 2021-22:

The economic uncertainty as a result of the Covid-19 pandemic

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.

Outcomes are assumed under EIA statute, which supports elevation of the teaching profession and improved instruction.

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' or recipients/ perceptions?

Allocation of funding is monitored through the agency budget process. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

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

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:		
# FTES:		

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6. Future EIA Funding Requests – <u>**Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.**</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____No increase requested.

_____X_____ 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 2020-21	**$13,467,848**
Amount of increase requested in EIA funding for FY 2021-22	**$336,013**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$13,803,861**

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 2021-22?

The State Superintendent has requested a 2% teacher salary increase for FY 22. This requested amount corresponds to the amount needed to ensure state agencies are able to increase the salaries of their teachers by 2% along with the increase in the local supplement of the district in which the agencies are located.

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 $_404,035.44_____ and would impact the program accordingly:

Reduced funding available to fund teacher salaries_____

5% Reduction in EIA funding equates to $_673,392.40_____ and would impact the program accordingly:

Reduced funding available to fund teacher salaries_____

7% Reduction in EIA funding equates to $_942,749.36_____ and would impact the program accordingly:

Reduced funding available to fund teacher salaries_____

10% Reduction in EIA funding equates to $_1,346,784.80_____ and would impact the program accordingly:

Reduced funding available to fund teacher salaries_____

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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.

Other State Agencies' Teacher Salary

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA-	13,467,848.00	13,467,848
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		
Total	13,467,848.00	13,467,848.00

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	13,467,848.00	13,467,848.00
Other: Transfers		
Total	13,467,848.00	13,467,848.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

	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
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
	New:	
A	USC – Pilot Teacher Recruitment Program (Proviso 1A.85)	$750,000
B	SC State University BRIDGE Program (Proviso 1A.86)	$1,400,00
	SUB TOTAL	**$210,423,430**
	TOTAL:	**$860,735,000**

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
EIA Programs Administered by Partnerships/Programs/Agencies

- 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, 2020.**
- 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	ETV-12 Public Education and ETV	**Address**	1041 George Rogers Blvd. Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$5,726,409	**FY 2021-22 EIA Funding Request**	$5,726,409

Program Contact	Anthony Padgett	**Division/Office**	President's Office
Contact Title	President	**Address**	1041 George Rogers Blvd. Columbia, SC 29201
Contact Phone	803-737-3240	**Contact E-Mail**	apadgett@scetv.org

Summary of Program:

SCETV's mission is to enrich people's lives through programs and services that educate our children, engage our citizens, celebrate our culture, and share the discovery and joy of learning. EIA funds support this mission through several activities to include educator training and professional development, the creation of standards-aligned educational content, and the agency's partnership in multiple initiatives (e.g., Digital Learning Plan).

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$0	0%
Retained by this partnership/program/agency	$5,726,409	100%
Allocated to Other Entities (Please Explain)	$0	0%
Other (Please Explain)	$0	0%
Other (Please Explain)	$0	0%
TOTAL:	$0	0%

   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 are 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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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.

South Carolina Code of Laws: Title 59, Chapter 7 Educational Television Commission (all sections, 59-7-10 through 59-7-60)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution): Part 1B Provisos -   1-A.23 (SDE-EIA: Reading) …When providing professional development the department and school districts must use the most cost effective method and when able utilize ETV to provide such services throughout the state. -   1-A.34 (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, VIII. F. will continue to report annually to the Education

Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC, unless requested in writing by the entity to match federal or other funds. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

- 1-A.35 (SDE-EIA: ETV Teacher Training/Support)
  Of the funds appropriated in Part IA, Section 1, VIII.F. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

Regulation(s):

N/A

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.

| X | Yes | | No |

If yes, please describe:

The SCETV Commission reviews and adopts the agency director's goals, objectives, and strategies.

Table A: Logic Model for Fiscal Year 2019-20				
Problem/Issue	Produce, convene, distribute, and market educational resources for South Carolina's PreK-12 administrators, teachers, staff and students using current educational content tools, technology, networks, and teaching practices that can be replicated throughout the state; combine these efforts with teacher training and credited recertification courses to meet the goals of the Profile of the South Carolina Graduate.			
Goal	- Improve teacher quality by customizing face-to-face training and online professional development services based on the state's and local schools' subject, skills and career needs - Collaborate with SC Department of Education, school districts, and applicable state educational institutions to create, convene, and distribute education content to support PreK-12 needs identified within the Profile of the South Carolina Graduate - Produce, broadcast, and market PreK-12 educational broadcast and web programming to target students, teachers, staff, administrators, parents, and local communities			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
SCETV provided 4 full-time and one part-time professional training staff to create and execute customized face-to-face training. One person was added to focus specifically on early learning and literacy. Another was added to focus on educational technology. SCETV continued to offer online recertification courses through *PBS*	Communicated the availability of training and online courses through targeted emails, blogs, newsletters, and web page; provided customized face-to-face and hands-on training for regional workshops, curriculum specific conferences, school	SCETV recorded the number of sessions, locations, and participants of face-to-face teacher training; for FY 19-20, 6020 teachers participated in trainings; and nearly 3,000 teachers participated in PreK-12 educator online recertification courses.	ETV plans to provide teacher training to 5,000 teachers, administrators, and staff every year through virtual and hybrid platforms; the team set a target of 2,750 teachers enrolled per year for PreK-12 educator online	An online database details face-to-face trainings, workshops sessions, topics, locations, and number of participants. *PBS TeacherLine* and SCETV's Moodle Course Management Systems provide online course

TeacherLine's, the ETV Endowment's *TeacherStep,* and ETV Learn. ETV provides a searchable *Teacher Courses* site for administrators, teachers and staff to find the courses they need: https://www.scetv.org/teachercourses	districts, individual schools and ETV events; designed and created new courses for recertification credit. The station launched a new At-Home Learning initiative which included new virtual PD sessions specific to remote learning. Additionally a centralized process for requesting trainings was launched.	Nearly 3,000 educators were trained as part of the At-Home Learning initiative over a 12-week period. There were 112 new subscribers to the Bright by Text early learning service over a 4-week period. We expect that subscriptions will continue to grow. We added a new district partner to the wireless hotspot program to support remote learning.	recertification renewal credits completed. PD through the At-Home Learning initiative will continue with the ability for educators to listen to the recordings as a self-paced module where they receive certificates of completion at the end.	participants aggregates. Each year SCETV Education surveys their users to gauge the effectiveness of our services, and learn more on the user's current needs. This year, SCETV nearly tripled survey results, for a total of 2,370 respondents. Full survey results are posted online.
SCETV collaborated with Department of Education, school districts, and applicable state educational institutions to seek, create, convene, and distribute educational content to support PreK-12 needs identified within the Profile of the South Carolina Graduate. All ETV's education PreK-12 services are posted on our Education web site: https://scetv.org/education	SCETV identified needs by networking with the SC Department of Education, and applicable partners; engaging and surveying educators; and monitoring national, state, and local trends. SCETV created and disseminated web-based PreK-12 educational content for SCETV's educational delivery services through *LearningWhy, South Carolina PBS LearningMedia, and Knowitall.org.* In response to COVID-19, the station	SCETV's *Knowitall.org, LearningWhy, South Carolina PBS LearningMedia, and PBS KIDS* used 2,500,000 on-demand PreK-12 resources in 2019-2020. There were approximately 800,000 sessions, an increase of 33% in users, and nearly 2 million individual page views. The At-Home Learning Initiative was well received. Nielsen ratings are still being compiled to assess viewership, specifically in rural areas.	For the next two years, the target for *Knowitall.org* is 10,000 multimedia resources. *LearningWhy* completed its third year with nearly 600 ETV lesson plans and over 9,000 partner lesson plans. Next year, goals are a total of 200 SCETV lesson plans and 10,000 partner lessons. ETV is currently combining the *LearningWhy* and *Knowitall.org* resources to create one streamlined user experience.	*Knowitall.org* and *LearningWhy,* sessions uses are provided by Google Analytics; *South Carolina PBS LearningMedia* and *PBS Kids* uses are provided by the PBS Station Management Center. SCETV surveys SC school administrators, teachers, and staff to identify needs and gauge success of our education services. This year, 2,370 persons responded. Full survey results are posted online.

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	launched a new At-Home Learning initiative where programming was modified on the main channel to support instruction.			

SCETV's television, radio, and web studio facilities were used to produce local programming. Our national network affiliation with the *Public Broadcasting Service (PBS)* (http://www.pbs.org); NPR (http://www.npr.org/); adhoc affiliate broadcast networks; our statewide broadcast delivery network; and web presence were used to deliver and market all PreK-12 educational broadcast and web programs that target South Carolina students, teachers, staff, administrators, parents, and local communities. In addition to EIA funding, K-12 Initiative, CPB, grants, and EBS contract funds provide support. Funds are used to maintain and manage facilities, including equipment, supplies, and personnel.	SCETV uses PBS, NETA, NPR and other broadcast network affiliations, as well as local productions, to program and air on all our statewide television and radio spectrum allocations to broadcast on four channels: PBS, South Carolina Channel, ETV World, and our SCETV PBS Kids Channel. SCETV uses our station web sites to deliver and market educational programming. SCETV creates and airs interstitials between programs to market broadcast and web programs. SCETV creates education blogs and monthly newsletters that target PreK-12 educators and staff, including topics specified by the EOC. SCETV creates local education productions that are timely and address the needs, but not exclusive of SDE, EOC, TransformSC, SCASA, and the SC Legislature.	FY 2019-20, ETV aired and streamed approximately 17,520 program hours of *SCETV PBS Kids*. SCETV.org anticpates 800,000 online sessions; ETV Education newsletter's monthly average will continue at 45,500 administrators, teachers and staff with 10,000 targeted total emails opened over two years, and 38,400 clicks to article blogs over two years.	For FY 2019-2020 and FY 2020-21, ETV anticipates reaching 900,000 television viewing households over two years, 800,000 radio listeners over two years and 35,040 hours of *SCETV PBS KIDS* programs aired and streamed over two years; SCETV.org website anticipates 2,800,000 online sessions over two years. Education newsletter emails average delivery plans to reach 91,000 administrators, teachers, and staff monthly, with 20,000 emails targeted to be opened, and 76,800 clicks to article blogs.	ETV's radio and TV schedules account for the number of hours broadcast. Nielsen's reporting service determines the television viewing households and radio listeners. ETV used Google Analytics to determine ETV's webpage sessions use.

Table B: Fiscal Year 2020-21				
Problem/Issue	Produce, convene, distribute, and market educational resources for South Carolina's PreK-12 administrators, teachers, staff and students using current educational content tools, technology, networks, and teaching practices that can be replicated throughout the state; combine these efforts with teacher training and credited recertification courses to meet the goals of the Profile of the South Carolina Graduate.			
Goal	- Improve teacher quality by revamping face-to-face training and introducing new options for online professional development services based on the state's and local schools' subject, skills and career needs - Collaborate with SC Department of Education, school districts, and applicable state educational institutions to create, convene, and distribute education content to support PreK-12 needs identified within the Profile of the South Carolina Graduate - Produce, broadcast, and market PreK-12 educational broadcast and web programming to target students, teachers, staff, administrators, parents, and local communities; place specific emphasis on workforce development, early learning, and the revised SC Social Studies K12 standards.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
SCETV will provide 4 full-time professional training staff to create and execute customized face-to-face training. Additional positions will focus on the new datacasting initiative as appropriate.	Communicate the availability of training and online courses through targeted emails, blogs, newsletters, and web page; provide customized face-to-face and hands-on training for regional workshops, curriculum specific conferences, school districts, individual	SCETV records the number of sessions, locations, and participants of face-to-face teacher training; SCETV is on pace to continue training educators in person and online for recertification credit. SCETV has implemented a new self-paced feature	ETV plans to provide teacher training to 5,000 teachers, administrators, and staff every year; and set a target of 2,750 teachers enrolled per year for PreK-12 educator online recertification renewal credits completed.	An online database details face-to-face trainings, workshops sessions, topics, locations, and number of participants. *PBS TeacherLine* and SCETV's Moodle Course Management Systems provide online

	schools and ETV events; design and create new courses for recertification credit.	through Moodle that will assist with monitoring the completion of online and/or face-to-face workshops.		course participants aggregates. Each year SCETV Education surveys their users to gauge the effectiveness of our services and learn more on the user's current needs. This year, SCETV plans to have at least 2,000 respondents. SCETV is also conducting a series of focus groups and educator listening sessions.
SCETV will collaborate with Department of Education, school districts, and applicable state educational institutions to seek, create, convene, and distribute educational content to support PreK-12 needs identified within the Profile of the South Carolina Graduate. All ETV's education PreK-12 services are posted on our Education web site: https://scetv.org/education	SCETV identifies needs by networking with the SC Department of Education, and applicable partners; engaging and surveying educators; and monitoring national, state, and local trends. SCETV will create and disseminate web-based PreK-12 educational content for SCETV's educational delivery services through *LearningWhy,* South Carolina PBS LearningMedia, and	SCETV's *Knowitall.org*, *LearningWhy*, South Carolina *PBS LearningMedia*, and *PBS KIDS* will increase usage among users, sessions, and page views. The number of subscribers to the agency's new early childhood subscription resource will continue to demonstrate commitment to early learning and child development. The number of students the benefit from datacasting will	For the next two years, the target for *Knowitall.org* is 10,000 multimedia resources. *LearningWhy* will complete its fifth year with 700 ETV lesson plans and 8,000 partner lesson plans. For the next two years, ETV's Knowitall.org, SC PBS LearningMedia, FastForward, and PBS KIDS target will consistently increase.	*Knowitall.org* and *LearningWhy*, session uses are provided by Google Analytics; South Carolina *PBS LearningMedia* and *PBS Kids* uses are provided by the PBS Station Management Center. SCETV surveys SC school administrators, teachers, and staff to identify needs and gauge success of our education services. Focus group discussion

	Knowitall.org. Unless priorities shift, efforts will focus on educational resources to support workforce development, early learning, literacy, and the revised SC K12 Social Studies standards. Continue with At-Home Learning initiative. The new datacasting initiative will support the delivery of instruction to students with limited or no broadband access. Work with new SC PBS Digital Innovator to provide professional development for educators.	be measured. Nielsen ratings and surveys will capture the success of the At-Home Learning initiative.		and community engagement are also critical components.
SCETV's television, radio, and web studio facilities were used to produce local programming. Our national network affiliation with the Public Broadcasting Service (PBS) (http://www.pbs.org); NPR (http://www.npr.org); adhoc affiliate broadcast networks; our statewide broadcast delivery network; and web presence were used to deliver and market all PreK-12 educational	SCETV uses PBS, NETA, NPR and other broadcast network affiliations, as well as local productions, to program and air on all our statewide television and radio spectrum allocations to broadcast on four channels: PBS, South Carolina Channel, ETV World, and our SCETV	Streaming will continue to increase for SCETV PBS Kids, scetv.org, the ETV Education monthly newsletter.	Usage will continue to increase for all pertinent education platforms.	ETV's radio and TV schedules account for the number of hours broadcast. Nielsen's reporting service determines the television viewing households and radio listeners. ETV used Google Analytics to determine ETV's

broadcast and web programs that target South Carolina students, teachers, staff, administrators, parents, and local communities. In addition to EIA funding, K-12 Initiative, CPB, grants, and EBS contract funds provide support. Funds are used to maintain and manage facilities, including equipment, supplies, and personnel.	PBS Kids Channel. SCETV uses our station web sites to deliver and market educational programming. SCETV creates and airs interstitials between programs to market broadcast and web programs. SCETV creates education blogs and monthly newsletters that target PreK-12 educators and staff, including topics specified by the EOC. SCETV creates local education productions that are timely and address the needs, but not exclusive of SDE, EOC, TransformSC, SCASA, and the SC Legislature.			webpage sessions use.

EIA Programs Administered by Partnerships/Programs/Agencies

Table C: Fiscal Year 2021-22				
Problem/Issue	Produce, convene, distribute, and market educational resources for South Carolina's PreK-12 administrators, teachers, staff and students using current educational content tools, technology, networks, and teaching practices that can be replicated throughout the state; combine these efforts with teacher training and credited recertification courses to meet the goals of the Profile of the South Carolina Graduate.			
Goal	- Improve teacher quality by revamping face-to-face training and introducing new options for online professional development services based on the state's and local schools' subject, skills and career needs - Collaborate with SC Department of Education, school districts, and applicable state educational institutions to create, convene, and distribute education content to support PreK-12 needs identified within the Profile of the South Carolina Graduate - Produce, broadcast, and market PreK-12 educational broadcast and web programming to target students, teachers, staff, administrators, parents, and local communities; place specific emphasis on workforce development, early learning, and the revised SC Social Studies K12 standards.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
SCETV will provide 4 full-time professional training staff to create and execute customized face-to-face training. Additional positions will focus on the new datacasting initiative as appropriate.	Communicate the availability of training and online courses through targeted emails, blogs, newsletters, and web page; provide customized face-to-face and hands-on training for regional workshops, curriculum specific conferences, school districts, individual schools and ETV events; design and create new courses for recertification	SCETV records the number of sessions, locations, and participants of face-to-face teacher training; SCETV is on pace to continue training	ETV plans to provide teacher training to 5,000 teachers, administrators, and staff every year; and set a target of 2,750	An online database details face-to-face trainings, workshops sessions, topics, locations, and number of

	credit. Centralize the process for requesting new face-to-face training sessions via new online site at https://www.scetv.org/edtrainingrequest	educators in person and online for recertification credit. SCETV has implemented a new self-paced feature through Moodle that will assist with monitoring the completion of online and/or face-to-face workshops.	teachers enrolled per year for PreK-12 educator online recertification renewal credits completed.	participants. *PBS TeacherLine* and SCETV's Moodle Course Management Systems provide online course participants aggregates. Each year SCETV Education surveys their users to gauge the effectiveness of our services and learn more on the user's current needs. SCETV plans to have at least 2,000 respondents annually. SCETV will continue conducting focus groups and educator listening sessions.
SCETV will collaborate with Department of Education, school districts, and applicable state educational institutions to seek,	SCETV identifies needs by networking with the SC Department of Education, and applicable partners; engaging and surveying educators; and monitoring national, state,	SCETV's *Knowitall.org*, *LearningWhy*, South Carolina *PBS LearningMedia*, and	For the next two years, the target for *Knowitall.org* is 10,000 multimedia	*Knowitall.org* and *LearningWhy*, session uses are provided by

create, convene, and distribute educational content to support PreK-12 needs identified within the Profile of the South Carolina Graduate. All ETV's education PreK-12 services are posted on our Education web site: https://scetv.org/education	and local trends. SCETV will create and disseminate web-based PreK-12 educational content for SCETV's educational delivery services through *LearningWhy,* South Carolina PBS LearningMedia, and Knowitall.org. Unless priorities shift, efforts will focus on the implementation of a fifth channel for instruction. The new datacasting initiative will support the delivery of instruction to students with limited or no broadband access.	*PBS KIDS* will increase usage among users, sessions, and page views. The number of subscribers to the agency's new early childhood subscription resource will continue to demonstrate commitment to early learning and child development. The number of students the benefit from datacasting will be measured.	resources. *LearningWhy* will complete its fifth year with 700 ETV lesson plans and 8,000 partner lesson plans. For the next two years, ETV's Knowitall.org, SC PBS LearningMedia, FastForward, and PBS KIDS target will consistently increase.	Google Analytics; South Carolina *PBS LearningMedia* and *PBS Kids* uses are provided by the PBS Station Management Center. SCETV surveys SC school administrators, teachers, and staff to identify needs and gauge success of our education services. Focus group discussion and community engagement are also critical components.
SCETV's television, radio, and web studio facilities were used to produce local programming. Our national network affiliation with the Public Broadcasting Service (PBS) (http://www.pbs.org); NPR (http://www.npr.org); adhoc affiliate broadcast networks; our statewide broadcast delivery network; and web presence were used to deliver and market all PreK-12 educational broadcast and web programs that	SCETV uses PBS, NETA, NPR and other broadcast network affiliations, as well as local productions, to program and air on all our statewide television and radio spectrum allocations to broadcast on four channels: PBS, South Carolina Channel, ETV World, and our SCETV PBS Kids Channel. SCETV uses our station web sites to deliver and market educational programming. SCETV creates and airs interstitials between programs to market broadcast and web programs. SCETV creates education blogs	Streaming will continue to increase for SCETV PBS Kids, scetv.org, the ETV Education monthly newsletter.	Usage will continue to increase for all pertinent education platforms.	ETV's radio and TV schedules account for the number of hours broadcast. Nielsen's reporting service determines the television viewing households and radio listeners. ETV used Google

target South Carolina students, teachers, staff, administrators, parents, and local communities. In addition to EIA funding, K-12 Initiative, CPB, grants, and EBS contract funds provide support. Funds are used to maintain and manage facilities, including equipment, supplies, and personnel.	and monthly newsletters that target PreK-12 educators and staff, including topics specified by the EOC. SCETV creates local education productions that are timely and address the needs, but not exclusive of SDE, EOC, TransformSC, SCASA, and the SC Legislature.			Analytics to determine ETV's webpage sessions use.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- The COVID-19 Pandemic impacted procedural operations and caused the team to shift its focus from face-to-face training to virtual training. Further, the At-Home Learning Initiative was launched in partnership with the SC Department of Education.

- Broadband access continues to remain in the forefront of conversations about equity and access to streaming educational content/services. To support students with limited or zero connectivity, ETV introduced the concept of datacasting as a viable option for instructional delivery until broadband is secured for all students.

- The use of varied educational applications continues to grow as districts increasingly transition to one-to-one learning and project-based learning. As such, SCETV has to consider the potential impact of other applications on the desired outcomes set for the current and next fiscal year. To the extent possible, SCETV strives to provide and promote free content that is South-Carolina specific and aligned to state standards.

Fiscal Year 2020-21:

- The COVID-19 Pandemic continues to impact procedural operations. The need for remote learning resources is driving all aspects of educational operations including datacasting and the potential addition of a fifth channel used solely for instruction.

Fiscal Year 2021-22:

- As educators transition to new state K12 standards in Social Studies, SCETV will likely adjust content offerings, online training, and face-to-face professional development in the current and next fiscal year. SCETV will respond accordingly to identified needs from stakeholders.

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.

- Survey Monkey (https://www.surveymonkey.com) is the tool used to gather responses for our annual education services survey. Surveys are sent to recipients of the education newsletter, training/professional development participants, and distribution lists provided by SCASA and EOC. Complete results are provided here: https://www.surveymonkey.com/results/SM-KZVXC28P7/.

- The team also conducted a survey specific to KnowitAll.org and LearningWhy.org users. Those survey results can be found at https://www.surveymonkey.com/stories/SM-YXD2Q8W9/.

- Resource downloads for the At-Home Learning activities created in response to COVID-19 are available at https://bit.ly/SCETVAHLspringdownloads.

- Outcomes for the EBS WiFi project are currently assessed by the number of early learning partners that utilize a WiFi device. A map of the existing partners is available online at https://www.scetv.org/scetv-hotspots.

- SCETV uses Google Analytics' session formula (https://support.google.com/analytics/answer/2731565?hl=en) to calculate usage for the Knowitall.org and LearningWhy web resources. Analytics for South Carolina PBS LearningMedia and PBS KIDS are provided by the PBS Station Management Center. FastFoward uses are provided by KET's FastFoward Partner Affiliate Program.

- Teacher renewal credits for ETV's online course services we offer by PBS TeacherLine are provided with access to their national reporting backend; Teacher Recertification analytics are provided by ETV's Moodle learning management system; and the ETV Endowment's TeacherStep analytics are provided by a subscription service.

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, 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' or recipients/ perceptions?

This past year, the COVID-19 pandemic has been the biggest influence on program services. SCETV is well positioned to partner with agencies to serve as a resource that supports remote learning as well as the delivery of high quality educational content. As a result of COVID-19, the agency has developed new partnerships and enhanced existing partnerships with the SC Department of Education, DHEC, Commerce, and others. Like many, our efforts have focused primarily on the need to support South Carolina families during this time.

Nevertheless, services across the state continue in an efficient and effective manner.

- Content is consistently added to the LearningWhy and KnowitAll.org sites. New features ensure that standards alignment is easily visible and accessible on both platforms. Work is taking place to combine these platforms to support a streamlined end user experience.
- Programs are reaching the intended target populations or the intended number of participants (see outcomes in aforementioned logic models).
- Projects are leading to expected outcomes in each of the key areas of performance.
- New partnerships are consistently being formed to support the provision of quality educational services and content across the state.
- Recipients of SCETV's educational services have an opportunity to share their perceptions through the annual educator survey, listening sessions, community engagement, and evaluations following each workshop/training session. Myriad responses offer suggestions for an expanded scope of work, but reflect overall satisfaction with the agency's support of education. Approximately 84% of respondents believed that SCETV helped to improve student performance/engagement.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Not applicable

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**   _____**X**_____ **No**

If "Yes," please describe recommendations below:

Not applicable

5. Program Budget – Please fill out the following:

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$5,726,409	$5,726,409
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	$1,733,508*	$26,906

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	$2,766,616	$2,766,616
Contractual Services	$1,498,524	$1,498,524
Supplies & Materials	$1,010,895	$300,000
Fixed Charges	$114,374	$199,923
Travel	$143,374	$20,077
Equipment	$424,072	$38,000
Employer Contributions	$930,248	$930,428
Allocations to Districts/Schools/Agencies/Entities		
Other: Utilities	$544,908	$0
Balance Remaining	$26,906*	
TOTAL:	**$7,459,917**	**$5,753,315**
# FTES:	**51**	**51**

*Note: SCETV experienced substantial changes in personnel in the Finance Department, including a new VP for Finance. As such, the new team that is now in place discovered accounting errors that reflect a carry-forward balance for the 2018-2019 and 2019-20 Fiscal Years. All problems have been corrected and figures were adjusted through journal entries for the 2019-20 fiscal year. This is the last year that there will be a carry-forward balance.

6. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ 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.

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 2020-21	**$5,726,409**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$5,726,409**

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 2020-21?

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 $171,792 and would impact the program accordingly:
This reduction would prompt the agency to assess projects in the pipeline and the purchase of associated supplies/materials.

5% Reduction in EIA funding equates to $286,320 and would impact the program accordingly:

This reduction would prompt the agency to assess projects in the pipeline and the purchase of associated supplies/materials.

7% Reduction in EIA funding equates to $400,848 and would impact the program accordingly:

This reduction would impact the agency's ability to offer educational programs and services to the extent in which they are currently available across the state. This would likely impact program outcomes and the resources available to the target population.

10% Reduction in EIA funding equates to $572,640 and would impact the program accordingly:

This reduction would impact the agency's ability to offer educational programs and services to the extent in which they are currently available across the state. This would likely impact program outcomes and the resources available to the target population.

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.

N/A

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	Literacy & Distance Learning Program	**Address**	40 Patriots Point Blvd. Mount Pleasant, SC

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$415,000**	**FY 2021-22 EIA Funding Request**	$415,000

Program Contact	**Keith S. Grybowski**	**Division/Office**	Patriots Point Institute of History, Science & Technology
Contact Title	**Director of Education**	**Address**	40 Patriots Point Blvd Mount Pleasant, SC 29464
Contact Phone	**(843) 789-9604**	**Contact E-Mail**	Kgrybowski@patriotspoint.org

Summary of Program The Literacy & Distance Learning Program is a multi-platform standards and literacy-based program whose curriculum is focused on key Math, History, ELA concepts within South Carolina's 5th and 8th grade standards. The educational content is delivered through the program's interactive tools. Content is designed using stories and authentic experiences. The content and the ability to work with the content in solving real world problems, engage and help students master educational concepts and develop problem solving skills. In a continuing partnership with the Medal of Honor Society, the 2020 – 21 curriculum is being expanded to include an educational component that will focus on the soft skill values the Medal of Honor stands for. Through the experiences and words of Medal of Honor recipients with ties to South Carolina, students will learn to appreciate what it means to be a responsible digital citizen and a productive member of 21st Century Work Force. The program's main educational tool is the two book History & Science reading series. In its 8th Edition, every participating 5th Grade Student is provided a free set of the books. The reading series is provided in a digital and hardback format. The digital format is available to be download from the program's website. The books use free augmented reality software to enhance the learning experience with additional audio and visual content. The program's website and new Learning Management System (LMS) will provide students additional multimedia activities, primary documents, and other interactive resources. The LMS platform's assessment component will assist teachers or parents in tracking student's mastery of the program's content. Through controlled access, the LMS is developed for the classroom or remote learning experiences. All program content is edited and updated throughout the year in response to the program's Adult and Professional Teachers Development components.

- 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, 2020.**
- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$415,00	% of Total Line Item
Allocated to School Districts		%
Retained by this partnership/program/agency- Curriculum development, book editing and support of the interactive virtual management components, Website and LMS management. Teachers for onsite classroom instruction and Teacher Professional Development programs.	$84,066	20%
Allocated to Other Entities (Please Explain) – Printing and shipment of 130,000 books.	$155,665	38 %
Other (Please Explain) – 1099 and vendors used in Distance Learning Instruction. Program supplies and software.	$128,129	31 %
Other (Please Explain) Rolled over to continue the development of the LMS system and book development for the 2020 – 21 school year.	$47,138	11%
TOTAL:	$415,000	100%

EIA Programs Administered by Partnerships/Programs/Agencies

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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: 1A,52 Department of Education EIA and 2015-16 General Appropriation Act, as ratified on June 23, 2015

Regulation(s):

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.

X	Yes		No

If yes, please describe: The reading series, website, LMS and on-site program content are aligned to the current State Educational Standards. The Education State Department has approved 20 continuing edit credits for teachers attending the last 8 annual Teacher Recertification Conferences funded by the program.

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Fiscal Year 2019-20	
Problem/Issue	Data provided by South Carolina agencies and private groups show that 5th and 8th grade students struggle in reading comprehension, math components and the development of 21st Century skills. These educational deficiencies, as well as a lack of understanding of the skills necessary to succeed in the 21st Century workforce, are contributing factors in South Carolina's low high school graduation rate.
Goal	Building on the program's 5th grade model initiated in 2012, the program's goal is to use literacy and virtual educational tools as vehicles to engage 5th and 8th grade students in mastering key components within South Carolina's curriculum. An additional goal is to include a "career awareness" element that provides students with a bridge between what they need to learn in school and the skills needed to participate in the 21st Century workforce.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
The program has used stories that draw on authentic events to support literacy and ELA standards while acting as a vehicle to deliver critical math, social studies and science content. The stories provide consequences, both in success and failure, for	The program's primary literacy component is found in the stories and activities within it two books (primary documents). The book is providing in a digital, and for those without internet access, a hard copy version. The reading series is supported virtual	Progress of the program is measured by the demand. The program distributed 152,000 literacy readers to every Elementary school in the State for distribution to the 5th grade students. Downloadable and interactive versions of primary documents were accessible on the program's website.	Over the last three years the program has consistently received an average rating of 90% effectiveness from teacher providing exit surveys after participating in of the various program components. Each of the program's components contains a	The reading series has interactive Zapper technology. An augmented reality resource or activity is included in each of the chapters that make up the reading series. From analytical data produced by the program, staff was able to track the number

EIA Programs Administered by Partnerships/Programs/Agencies

application of learning objectives in solving problems. The problems are presented to students through interactive activities within the augmented reality features of the reading series and supporting web-based resource tools.
 	
  Additional real life multi station simulators are accessible at the program's educational laboratory on board the USS Yorktown. The simulators allow the students the opportunity to work with program content in solving real world problems.
 	
  A beta science program was commenced in the Spring. Select schools were provided science kits to conduct environmental studies at their schools. All results were included in ongoing educational research being conducted by the department.
 	
  Since 2012, the in partnership with the Department of Education, the program has been offering teachers professional recertification
	learning components including augmented reality content accessible with free software applications. The software enhances the learning experience with additional audio and visual content accessed through the internet.
	
	  The onsite activities give students the opportunity to work with targeted learning objects in solving real world problems using the program's multi station simulators. Working as teams, the interactive problems encourage teamwork, critical thinking and problem solving.
	
	  During the 2019 2020 school, the program was completing its beta test of an aviation multi activity program. The test program was conducted in partnership with Charleston's Military Magnet School. The program focused on the 8th grade curriculum. Students were given at least six opportunities to use the program's aviation
		Approximately 12,000 students participated in the structured programs on board the USS Yorktown before the pandemic closed the Department's on-site operation. An additional 5,000 students were prevented from participating in the onsite and in classroom programs due subsequent school closures.
		
		  Six middle schools and high schools had agreed to participate in the 8th grade Aviation program during the 2020 fall semester.
			professional development and subject matter review survey. This allowed participating teachers the ability to rate the short- and long-term effectiveness of the program's literacy goals.
			
			  Of all the program components, the reading series continues to receive the highest rating as an effective curriculum support.
			
			  Program simulator software allowed instructors to provide teachers with a real time assessment of their student's capabilities in accomplishing targeted curriculum goals. As in past years, students performed better on simulations as the school year progressed. Before the onsite program was closed, students had a 100% success rate in completing the problem-based scenarios. The time for completion had been reduced approximately 20% from those students that attempted the scenarios in the beginning of the year.
				of visits to the program's website and the number of interactive components engaged.
				
				  The multi station simulators track student's competency in completing the problem-based scenarios. The simulators also track the amount of time necessary in completing the problems.

credits as part of its hallmark two day, overnight shipboard Teachers Conference. In 2016, in partnership with South Carolina's Sea Grant, the program began an Educator Science Café series. Throughout the school year, scientists, and educators to come together to exchange ideas about science topics.	tools in the classroom and on board the USS Yorktown. With the closure of the onsite programs and schools, resulting from the pandemic, the department shifted its attention on promoting the use of real-world problems through the development of a Learning Management System. The system is currently being beta tested as part of the 2020 – 2021 program.		Teacher feedback and student simulator performance data is reviewed as students attend the onsite programs or participate in website activities. The online use of interactive support components within the book has risen each year by over 100%. During the 2019-2020 school year the Program was able to beta test its multiple participation with 8th and High School Students at Military Magnet (Charleston County) Through teacher generated data, significant progress was recorded in the participating students soft and math skill mastery in all grade levels. One graduating female student obtained a scholarship for ground school aviation training because of her exposure to the program in 2018 & 2019 school years.	

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Fiscal Year 2020-21				
Problem/Issue	The COVID-19 pandemic created an unprecedented disruption to the education environment. The models our program was using in the beginning of 2019, and as presented in our 2020-2021 application do not address the loss of educational seat time the pandemic created. Recent testing has established that the loss of seat time has contributed to the number of students identified as "not proficient" in reading and math. Teachers and parents are struggling with the transition in using virtual learning tools. Education providers such as Patriots Point, will face extraordinary, new challenges in the development of Literacy and Distance Learning programs to the educational environment that changes daily.			
Goal	To enhance the program's virtual learning platforms, on site simulators and literacy content that continues to assist students in being proficient in reading and math, as well as productive members of the 21st century workforce.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The program is augmenting its Distance Learning Platforms to include new platforms and content that engage the students, with or without a teacher being present. Delivery of the literacy component will be enriched so that students will have the benefit of working with the program's educational content, whether	The LMS content has been developed to enhance the curriculum's virtual experience of the program's reading series content. The LMS platform along with a new customized customer relationship management (CRM) system, will continue to allow teachers the opportunity to develop a strong and personalized	The programs will monitor the use of programs web-based platforms. The platforms are accessible for use by students in the classroom or at home. For the 2020 – 2021 school year, access to the LMS program will controlled by invitations to interested school using the program's CRM system. Teachers will be provided limited licenses. Once registered, teachers will be provided a list of	Prior to the program's pandemic suspension in March of 2020, the program was running at 105% capacity, with a wait list for all its programs. The current and post pandemic baselines will be established for all the program's components. With the new baselines, the program will be measuring the programs impact on the	A customized CRM system is being developed to be used in distributing the hard cover copies of the reading series. This same system will be used to provide notice of the LMS when available. The LMS platform is being developed to provide each registered class a time limited access to the system. This is allowing the program

EIA Programs Administered by Partnerships/Programs/Agencies

or not they have sufficient access to the internet. All platforms will have user friendly interfaces to assist students, teachers, and parents in maximizing the program's educational experience.

The main resource for content delivery is the program's two book interactive reading History/Science reading series and supporting interactive web-based components. The series will be distributed in a digital and a hard cover format. A new virtual Learning Management System (LMS) is being integrated into the program. Simplified operation flow charts will available for all program components.

For the last eight years, the reading series has been the program's most successful distance learning literacy program component. Given current internet access issues, access to the series hard copy version is a critical fail-safe option in delivering the educational content.

Not all teachers, parents and students are comfortable with virtual classrooms. There is a divide among those with limited knowledge as to

relationship with the program's content development.

With the introduction of any new platform, especially on with diagnostic tools, teachers will need to receive training in interpreting diagnostic assessments. The platforms being used have simple and clear interfaces that allow additional content to be added throughout the year.

The program will work with the school districts through-out the state to make sure the two book reading series is available to every South Carolina 5th grade student. Those without digital access, lack of broadband or a lack of devices will have the ability to obtain hard copies of the reading series.

Content will be added throughout the year to deliver problem based real life scenarios for 5th and 8th grade curriculum enrichment. This includes a new soft skill component created through the program's continued partnership with the Medal of Honor Society. The new component is based upon and promotes the values associated with the Medal of Honor.

curriculum enhancement courses to choose from.

The LMS system will have a robust assessment component built into each subject matter section. This will provide real time information to teachers or parents as to student performance with the targeted learning objectives.

The program developers are working on completion of a component to provide students with a certificate of completion.

The CRM system will provide program developers valuable insight throughout the year about teacher's needs and evaluation of the program contents.

The program will continue to use teacher program evaluation surveys in all distributed educational materials and at all Professional Development programs.

student community. The new baselines and methods of creating data, will be flexible so as to address the effect of students returning to in person classroom education, with the ability to travel to for offsite programs such as those offered at Patriots Point.

During the summer of 2020, over 100 parents and teachers participated in focus surveys conducted by the program and its partners. It was clear that any assistance in the use of LMS system was needed.

A key factor to consider as to the program's credibility and impact on the community. Over the six years the program has received assistance under the EIA, the program has grown in number of programs offered, students served, and technology developed. This success has occurred without an increase in funding.

to better utilize its resources during a period of uncertainty, as it evaluates the needs to scale access to the program.

For the first time, the LMS will provide tools to create measurable data for teachers on an individual student learning needs and habits. The Department continues to work on the addition of diagnostic assessment tools in the software adjustments to onsite simulators.

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basic audio-visual equipment and those who are aware of and adept in newer technology.
With the closure of schools, and the controlled re-entry of students back into the formal classroom setting, students are becoming familiar with the use and benefits of LMS platforms.
	Teacher professional Development programs, such as the Science Café Series, have been set up for virtual and limited in person attendance. The program is planning to resume its annual two-day Teacher recertification conference on board the USS Yorktown in June of 2021.
	  The LMS system will have a component directed to teachers, that will promote and provide free access to the Medal of Honor Societies Character Development program.
	  In preparation for the reengagement of students to offsite assets such as Patriots Point, the LMS content has been integrated for use with the program's multi station problem-based simulators.			

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2021-22				
Problem/Issue	We are in uncharted territory in understanding the long-term effect the pandemic is having on the ability to teach students, in and out of the classroom. A substantial amount of data will be created and analyzed over the next year. This data will create new guidelines on how to approach educational instruction.			
Goal	To be flexible and creative in the development and implementation of literacy and distance learning content that is more accessible, engaging, and effective for students in the current and post pandemic education environment.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The forced use of virtual learning tools created by school closures, will create a student population that will have some experience with virtual learning tools. These skills, while not evenly developed must continue to be developed for all students to be effective members of the 21-century work force. Development and implementation of these skills within the 2021 – 2022 the curriculum will depend	The main resource for content delivery will be the program's two book interactive reading History/Science reading series (hard copy and digital) and supporting interactive web-based components. The supporting components include content, activities, resources and assessments built into the LMS and simulator platforms.	The pandemic has created a new learning environment. At this point, we have limited knowledge about how much and for which purposes students have used virtual distance learning technology at home during the spring shut down. We do know that many students did not have access to the internet, hardware, or sufficient broad band. Assessing the continued progress of the hard-back version of the reading series will be determined on the number of books distributed. We will continue to rely on teacher driven	Through the new registration systems used in the distribution of the reading series and the LMS use, we will track data that demonstrates an upward growth in use of the programs tools. Working with teachers, the program will have independent assessment of the program's effectiveness through the analysis of assessment data generated by the system. Once the	Through data generated by the LMS system, tracking web-based component use, and teacher surveys, we will track curriculum delivery, and value. The surveys are conducted through follow up calls, on site exit surveys, and online responses. Further real time assessments of student mastery of content are built into the onsite problem based multi station labs. These components are best assessed through

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on guidelines developed over the next six to eight months. In reviewing the guidelines, we will enhance our educational content to address issues such as access (in person or virtual) to participating students and teachers. We will also analysis the success of integrating the LMS platform into the existing program, as we consider its scaling potential.
 	
  As educational content developers, we continue to develop our understanding of the use of the program's tools and content on student literacy, digital skills, and their ability to construct knowledge by reading and applying educational content to real world problems.
 	
  We will also develop adequate support structures for teachers to secure a robust implementation of technology tools and in return, significant gains in student learning.
		data as to the use and effectiveness of the hard cover reading series. Digital tracking technology will provide some data as to anonymous use of web based and augmented realty features within the reading series.
		Three schools have agreed to participate in the Fall Beta test of the LMS system. The full system is scheduled to be rolled out in January 2021, following the distribution of the reading series.
		The LMS platform will include tools for teachers to gauge which students have been engaged and how much they have learned regarding the targeted content. The system will contain diagnostic- and curriculum-embedded assessments. The diagnostic tests will help teachers adjust instruction, as necessary. Our goal is to use what we have learned using diagnostic testing as evaluative tool of judgment in our problem-based scenarios, to formative and informative tools of teaching and learning subject matter content.
			students can travel to offsite educational programs, the program will rely on the continued use assessment tools built into the multi station interactive programs offered at Patriot Point's educational labs.	consistent, frequent student observations. This qualitative criterion is measured through comments regarding whether the programs curriculum and instruction are aligned to district and state standards that include a path to college- and career-readiness. The yearlong partnership with teachers allows us to set goals, act, access, and adjust as needed.

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External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- **Access to students in person because of school closure.**
- **With schools closed, getting information to students on the educational use of the reading series.**
- **The furloughing of 80% of the Departments Staff.**
- **The March closure of the Museum and Schools prevented forums for Professional Development.**

Fiscal Year 2020-21:
- **Obtaining guidance from local and state authorities as to how to comply with onsite educational programs.**
- **Building a LMS platform that can handle access demand once the beta test is complete.**
- **The provision and usage of online systems.**
- **Funding for furloughed staff**

Fiscal Year 2021-22:
- **Adapting to and overcoming all the challenges of providing educational services as identified during the 2020 – 2021 school year.**
- **Being able to meet the demand for educational services developed from beta tests to the 5th and 8th student base.**

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.

Since its inception, the Literacy & Distance Learning program has used advancing technology to provide engaging programs that reinforce and support literacy and state standards for South Carolina students. Over the last eight years, we have written the content for the reading series, based upon historical and current events. Math, science, social studies and ELA curriculum standards have been woven throughout the stories within the text or through augmented reality Students work with the content as an individual reader, or as part of a team in solving authentic, real life problems in rotating stations at Patriots Point. Teacher program evaluation surveys support our theory that integrating technology into the reading experience, heightens student engagement with the learning objectives as the technology brings the stories to life. The goal with the new LMS platform, is to increase access to educational content and programs while supporting teacher and parent roles through assessment and tracking capability.

The Literacy and Distance Learning Program provides the opportunity through repetitive interaction taking the form of reading, reading comprehension, application of that knowledge to problem-based learning activities onsite and in the classroom, for students to increase their learning outcomes and long-term knowledge retention*. (*Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *Interdisciplinary Journal of Problem-Based Learning,3*(1), 44–58). Further studies show that "new literacy" practices that include digital technology, such as that being developed by the program, have a positive impact on students' learning and confidence in in developing literacy skills. (See New Literacy Implementation: The Impact of Professional Development on Middle School Student Science Learning May 2017International journal of information and communication technology education: an official publication of the Information Resources Management Association 13(3):53-78) These findings are corroborated by the data we have obtained from teacher generated program content evaluation.

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' or recipients/ perceptions?

The pandemic has created a new learning environment, one that was not anticipated during last year's reporting and implementation cycle. The pandemic has not stopped the program from creating new educational content. The pandemic has heightened our appreciation that there is no definitive recipe, no immutable formula, no simple list of do's and don'ts to ensure effective content development. That is why we rely on the teacher program evaluations received throughout the year. By focusing on effective evaluation data, we continue to recognize the need for yearly changes to the curriculum that that meet the teacher's identified immediate needs and respond to the challenges created by the pandemic.

While the method of developing curriculum content has not changed, we have modified the content's delivery methods. For the 2020 – 2019 school year, we do not anticipate having 15,000 (+) students attend our structured programs at the Patriots Point Education Center. Resources supporting this program have been shifted in the support of the Distance Learning component, such as the LMS platform.

Development of a LMS as a program component was started in the fall 2019. Once the program was able to assess the immediate and potential long-term effects of the pandemic, all the program's resources were shifted in integrating the LMS platform into the current program. This included creating new educational content which was integrated into the reading series.

Using the CRM system, a cost-effective method will be established in making sure the content is delivered to the targeted participants. The system will allow teachers to register for programs and provide information on how the reading series is to be distributed.

The program continues to receive requests from teachers regarding participating in the 2020 -2021 program. The core group of teachers involved with the curriculum development over the years, has provided valuable information as to the current state of Teacher/Student interaction and their ability to provide effective instruction. Following their advice, the program is holding off on pushing program registration and participation until the beginning of November. This will allow the program to finalize its LMS content and CRM platforms. It will also allow a chance for the learning environment to stabilize.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____x_____ Yes   _____ No

EIA Programs Administered by Partnerships/Programs/Agencies

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Last full independent evaluation was performed in June 2018. A follow up evaluation was started in October of 2019. It was not completed due to the March 2020 COVID-19 closures.
Data from the 2018 evaluation established that 80% of the respondent pool were using the history reader in line with the pacing guidelines. This was a 5% increase as compared to 2017-18 school year. All teachers that responded use some or all the components offered.

Partial Data collected during the 2019 – 20 school year was tracking, showing an increase of on-line supplement materials over period from the previous year.

EIA Programs Administered by Partnerships/Programs/Agencies

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	415,000	415,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify): Agency Funding Generated Revenue	337,740	
Carry Forward from Prior Year	**6,602**	**47,139**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	273,590	134,165
Contractual Services	279,861	223,000
Supplies & Materials	20,068	30,800
Fixed Charges		
Travel	7,018	3,400
Equipment	16,916	15,000
Employer Contributions	108,148	55,078
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	47,138	
TOTAL:	**705,602**	**461,443**
# FTES:	**4**	**2**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

  A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

  _____x_____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 2020-21	$
Amount of increase requested in EIA funding for FY 2021-22	$
Amount of decrease requested in EIA funding for FY 2021-22	$
Total amount of EIA funding requested for FY 2021-22	$

  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 2021-22?

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 $__12,450____ and would impact the program accordingly:

 The 2020 Pandemic has eliminated all the Program's cash reserves and revenue generating programs. Safety reserves have been built into the 2021 – 2022 operational expenses as budgeted. Currently, the EIA funding is the program's only sources of funding. Any reduction would impact the projected number students participating on program's offered at the Education Site. It will also impact the number of Teacher Development programs the program can offer.

 5% Reduction in EIA funding equates to $_20,750____ and would impact the program accordingly:

 The 2020 Pandemic has eliminated all the Program's cash reserves and revenue generating programs. Safety reserves have been built into the 2021 – 2022 operational expenses as budgeted. Currently, the EIA funding is the program's only sources of funding. Any reduction would impact the projected number students participating on program's offered at the Education Site. It will also impact the number of Teacher Development programs the program can offer.

 7% Reduction in EIA funding equates to $_29,050____ and would impact the program accordingly:

 The 2020 Pandemic has eliminated all the Program's cash reserves and revenue generating programs.

EIA Programs Administered by Partnerships/Programs/Agencies

Safety reserves have been built into the 2021 – 2022 operational expenses as budgeted. Currently, the EIA funding is the program's only sources of funding. Any reduction would impact the projected number students participating on program's offered at the Education Site. It will also impact the number of Teacher Development programs the program can offer.

10% Reduction in EIA funding equates to $_41,500___ and would impact the program accordingly:

The 2020 Pandemic has eliminated all the Program's cash reserves and revenue generating programs. Safety reserves have been built into the 2021 – 2022 operational expenses as budgeted. Currently, the EIA funding is the program's only sources of funding. Any reduction would impact the projected number students participating on program's offered at the Education Site. It will also impact the number of Teacher Development programs the program can offer.

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.

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	**Reach Out and Read**	**Address**	18 Plott Drive, Sylva, NC 28779

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,000,000	**FY 2021-22 EIA Funding Request**	$1,000,000

Program Contact	**Callee Boulware**	**Division/Office**	ROR Carolinas
Contact Title	**Regional Director**	**Address**	18 Plott Drive, Sylva, NC 28779
Contact Phone	**(828) 246-9964**	**Contact E-Mail**	Callee.boulware@reachoutandread.org

Summary of Program:

Reach Out and Read is an evidence-based intervention integrated into pediatric primary care, designed to foster intentional skill-building in parents, resilience in families, and positive bonding between children and families. It is well established that shared reading can help develop strong parent-child bonds that last a lifetime, buffering toxic stress and building resiliency as well as crucial foundational literacy skills and a love of reading. Early childhood is the critical stage for equipping children for a lifetime of success.

The effects of literacy promotion on early brain development, healthy relationships, and improved language skills and school readiness, are well-documented. The ROR intervention offers an opportunity for medical providers to use developmental surveillance, literacy strategies, and explicit age and developmentally appropriate communication to ensure parents are building their child's brains during the critical early years at home. Reach Out and Read's two-generation approach helps move primary care to a more comprehensive approach to child and family health. Reach Out and Read, an intervention that makes the important connection between a child's health and early brain development, is delivered during well-child visits by medical providers. Providers are trained in the continuing medical education (CME) accredited ROR intervention, and support families as they share

anticipatory guidance and use books as valuable tools in assessing and supporting healthy development at every checkup between birth and 5 years old.

- 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, 2020.**
- 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.

EIA Programs Administered by Partnerships/Programs/Agencies

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$1,000,000	%100
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$1,000,000	%100

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:

117.21

Regulation(s):

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   x   No

If yes, please describe:

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

1. for the completed prior fiscal year (FY 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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.

Past Year – July 2019-June 2020 (FY2019-2020)

Problem/Issue	Need for increased early brain development and bonding activities for families with children 0-5 year old across SC.			
Goal	Create supports through the medical home and high-quality Reach Out and Read intervention to progress children and families on the trajectory for a healthy childhood, supporting parents in learning and implementing brain building and bonding activities into their daily routines.			
Strategies and Resources	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**
Expansion	2500-4000 additional children in new clinics as well as full expansion to 0-6-month checkups statewide.	90% Completion rates for 0-6 month through online training and integration as evaluated by RORC Program Specialists. Overall expansion through addition of new clinics. In this current year, ROR expanded to serve 36,022	Continued growth of Reach Out and Read clinical network.	Progress report data

		additional children in SC, exceeding goals.		
Partnership with Medicaid	Implementation/year 1 of project with Medicaid and QTIP partnership.	Begin project implementation and clinic expansion. The official partnership with Medicaid did not progress this year due to a lack of formal support from the Department of Health and Human Services. There were logistical barriers in place that made it difficult to progress. ROR and QTIP, however, have continued to work in partnership with oral health initiatives and others to achieve partnership goals.	Quality implementation and impacts on clinical quality across SC.	Partnership with QTIP evaluation and ROR evaluation as well as contract execution.

EIA Programs Administered by Partnerships/Programs/Agencies

Medical Training and Engagement	Continued development of courses for OLC and engagement opportunities (see attached learning path)	Continue to increase OLC course offerings, increase course participation and completion by provider network, Leadership Learning network events, increased communication with providers. Establish innovation fund for RORC. This year, ROR added 9 new CME certified courses to our online learning community and provider engagement with the online learning community increased by more than 45%.The Innovation Fund is in the design phase, and initial conversations with investors are underway.	Robust OLC course offerings and participation including courses like Leyendo Juntos, Developmental Delays and Disabilities, ROR and The Basics, Early Childhood Mental Health, and many others. Establishment of innovation fund through secured investment.	RORC is constantly evaluation course completion rates for new required courses for providers.
Medical Fellowship	Establish Fellowship to launch summer 2021	Increased connection between Reach Out and Read intervention and the development of	Established through research and provider training.	Fellowship launch

		healthy relationships for families. ROR Fellowship is still in progress, and set to launch in the summer of 2021.		
Research/Evaluation	Integration of new research projects and evaluation work in the clinics, including an overhaul of the parent survey tool	Currently progressing in planning with several new research initiatives, including a well-visit compliance study. Well-visit compliance study is in the planning and IRB phase, and set to start in the fall of 2020.	Understand the impact of ROR intervention on well-visit compliance in high-quality clinical settings.	Use EMR analysis.
Sustainable and diversified funding strategy	Increased private match for new public funds	Increased financial commitments and increased diversification with new financial support. Our development efforts this year had brought on many new corporate and philanthropic partners to continue to diversify and strengthen our	Diversified and sustainable financial projections for RORC.	Use financial health indicators.

		operations, even with COVID-19.		
85% Green program quality ratings and 85% compliance rate	RORC is committed to ensuring high-quality implementation of the model in all clinical locations.	Evaluated through RORC Quality Matrix, Program Specialists, and analysis of all program data in progress reports, quality assessments, and parent survey data At this point, we are official at 54% "green" sites. This low number is only due to outstanding training requirements related to the 0-6 month roll out. Quality is overall extremely high, despite the impacts of COVID in clinics. Overall compliance rates for the practices are at 84%.	Continuous high-quality implementation of the RORC intervention.	Evaluated through RORC Quality Matrix, Program Specialists, and analysis of all program data in progress reports, quality assessments, and parent survey data
75% compliance with parent survey tool	RORC sites in SC remain committed to the parent survey process as an evaluation tool and a measure of parent engagement.	Increase compliance to 75% This year we had 62% of sites participate in the parent survey	We will continue to see an increase in sites compliance year over year.	Survey tool participation analysis

EIA Programs Administered by Partnerships/Programs/Agencies

		round. We also rolled out a new Outlines of Roles and Responsibilities document (similar to a MOA) with programs and had 84% compliance with this new process, which was outstanding.		

Current Year - July 2020-June 2021 (FY2020-2021)

Problem/Issue	Need for increased early brain development and bonding activities for families with children 0-5 year old across SC.
Goal	Create supports through the medical home and high-quality Reach Out and Read intervention to progress children and families on the trajectory for a healthy childhood, supporting parents in learning and implementing brain building and bonding activities into their daily routines.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Expansion	2500-4000 additional children in new clinics.	Evaluate program numbers in clinic reports.	Continued growth of Reach Out and Read clinical network.	Progress report data
Partnership with Medicaid	Explore replication of Health Savings Initiative federal funding opportunity, as successfully done in NC this year. Use the NC model as an example to explore in South Carolina.	Continue collaboration on expansion, quality, provider training, and scholarly activity.	Quality implementation and impacts on clinical quality across SC.	Health Savings Initiative exploration and contract development.

EIA Programs Administered by Partnerships/Programs/Agencies

Medical Training and Engagement	Continued development of courses for OLC and engagement opportunities and full integration of RORC Innovation Fund to drive development for our provider network. Also, fully integrate and utilize new formal Medical Director position to support work in South Carolina.	Increase OLC course offerings, increase course participation and completion by provider network, Leadership Learning network events, increased communication with providers, and increased attendance at Literacy Summit (will be virtual in 2021)	Robust OLC course offerings and participation.	RORC is constantly evaluation course completion rates for new required courses for providers. Also, evaluation of provider participation in Regional Summit.
RORC Medical Fellowship	Full integration of Medical Fellows (Peds and Family Practice into provider training and research for region)	Fellowship operational for 24-month tenure.	Increase in provider training and scholarly activity aligning ROR intervention with relational health.	Fellowship research and advisory work.
Books and Diversity Initiative	Over the course of the next 2 years, Reach Out and Read's regional team will be focusing on the diversity of books provided through Reach Out and Read, and the role of these books can play for children, families, and the communities we serve.	Development of Books and Diversity Committee to achieve: - A deep analysis of the current book selection – "What book do we have?" What types of books do parents and caregivers see are missing from the books they receive, and the stories and images found therein? - What are the barriers in the	Increase ROR impact on impacts of racism on child health.	Evaluation of provider education/training family feedback.

		market to bringing new and diverse books into the Reach Out and Read market and price range? - How do we find the books/authors that are not currently represented in Reach Out and Read's selection and utilize the market forces and collective buying of the ROR network to bring new author voices to market? - What do we need, in terms of training and resources for providers, to maximize the touchpoint of the medical home? o CME course to support providers in collaboration with National AAP leadership		

EIA Programs Administered by Partnerships/Programs/Agencies

		o Robust connections between clinical locations and community (libraries, etc.)		
Sustainable and diversified funding strategy	Increased private match for new public funds and increased individual donors and major gifts.	Increased financial commitments and increased diversification with new financial support.	Diversified and sustainable financial projections for RORC.	Use financial health indicators.
Full integration of 0-6-month training and implementation at each clinic.	95% of RORC clinics starting at birth and fully integrating this into intervention.	95% Completion rates through online training and integration as evaluated by RORC Program Managers	Full integration of "back to birth" addendum.	Use training metrics and progress report data to evaluate.
85% Green program quality ratings and 85% compliance rate	RORC is committed to ensuring high-quality implementation of the model in all clinical locations.	Evaluated through RORC Quality Matrix, Program Managers, and analysis of all program data in progress reports, quality assessments, and parent survey data	Continuous high-quality implementation of the RORC intervention.	Evaluated through RORC Quality Matrix, Program Managers, and analysis of all program data in progress reports, quality assessments, and parent survey data.
75% compliance with parent survey tool and Outline of Roles and Responsibilities document.	RORC sites in SC remain committed to the parent survey process as an evaluation tool and a measure of parent engagement. RORC sites are in compliance with ORR document.	Ensure continued compliance of 75%	We will continue to see an increase in sites compliance year over year.	Survey tool participation analysis and ORR completion data.

Next Year - July 2021-June 2022 (FY2021-2022)

Problem/Issue	Need for increased early brain development and bonding activities for families with children 0-5 year old across SC.

EIA Programs Administered by Partnerships/Programs/Agencies

Goal	Create supports through the medical home and high-quality Reach Out and Read intervention to progress children and families on the trajectory for a healthy childhood, supporting parents in learning and implementing brain building and bonding activities into their daily routines.			
Strategies and Resources	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**
Expansion	2500-4000 additional children in new clinics.	Evaluate program numbers in clinic reports.	Continued growth of Reach Out and Read clinical network.	Progress report data
Implementation of HIS partnership with DHHS	Year 1 of implementation of Heath Savings Initiative project in SC	Continue collaboration on expansion, quality, provider training, and scholarly activity.	Quality implementation and impacts on clinical quality across SC.	Evaluation of project components with DHHS contract requirements.
Medical Training and Engagement	Continued development of courses for OLC and engagement opportunities as well as overall training support for ROR clinicians across South Carolina.	Increase OLC course offerings, increase course participation and completion as well as leadership voice of ROR Medical Director	Robust OLC course offerings and participation.	RORC is constantly evaluation course completion rates for new required courses for providers.
Oral Health Initiative	Integration of ROR and Oral Health Partnership	Full integration of ROR oral health in appropriate areas across SC.	Provider training completion, partnerships solidified, and tools developed.	ROR progress report, oral health provider surveys, and family data around utilization of dental home.
Research/Evaluation	Integration of new research projects and evaluation work in the clinics.	Exploration of impacts of ROR and the development of	Increased reflective training opportunities for providers to explore	Evaluation of provider training efficacy and impact on families.

		healthy relationships for families.	tools to support families in healthy interactions.	
Full integration of 0-6-month training and implementation at each clinic.	95% of RORC clinics starting at birth and fully integrating this into intervention.	95% Completion rates through online training and integration as evaluated by RORC Program Specialists	Full integration of "back to birth" addendum.	Use training metrics and progress report data to evaluate.
85% Green program quality ratings and 85% compliance rate	RORC is committed to ensuring high-quality implementation of the model in all clinical locations.	Evaluated through RORC Quality Matrix, Program Specialists, and analysis of all program data in progress reports, quality assessments, and parent survey data	Continuous high-quality implementation of the RORC intervention.	Evaluated through RORC Quality Matrix, Program Specialists, and analysis of all program data in progress reports, quality assessments, and parent survey data
75% compliance with parent survey tool and Outline of Roles and Responsibilities document.	RORC sites in SC remain committed to the parent survey process as an evaluation tool and a measure of parent engagement. RORC sites are in compliance with ORR document.	Ensure continued compliance of 75%	We will continue to see an increase in sites compliance year over year.	Survey tool participation analysis and ORR completion data.
Books and Diversity Initiative	Over the course of the next 2 years, Reach Out and Read's regional team will be focusing on the diversity of books provided through Reach Out and Read, and the role of these books can play for children, families, and the communities we serve.	Integration of parent voice data and book selection data to help drive new books and authors to market, making them available for ROR clinics and families.	Increase ROR impact on impacts of racism on child health.	Evaluation of provider education/training family feedback.

EIA Programs Administered by Partnerships/Programs/Agencies

The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant. **External Factors:** Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

The main external factors that impacted work this year was the lack of partnership with Medicaid/QTIP. DHHS leadership was no able to fully develop a formal contract for partnership between ROR and QTIP. Despite this barrier, QTIP and ROR continue to design and implement new ways to partner together, and have been seeking other support from philanthropic supporters for the work.

Fiscal Year 2020-21:

Reading, routines, and resilience. Hugs, snuggles, and stories. These simple moments bolster our hearts and minds, children and adults alike. As a community, we are working to through COVID-19. As an organization, Reach Out and Read is helping families thrive through COVID-19. More than ever, families are relying on the best practices they have been taught to integrate into their days to help their children feel secure and to create normalcy, building resilience in this time of turmoil. The continuity provided by daily reading together and snuggles with caring and responsive adults help children and families not just survive the pandemic but continue to thrive as a family.

What training and support do providers need to have meaningful interactions with families as clinic flow continues to be different?

More than ever, routines and normalcy are critical for children. How does Reach Out and Read continue to support routines and resilience in families?

In this time of significant decline in immunization rates, how can Reach Out and Read continue to encourage well-visit compliance and support?

While families continue to experience quarantine and lack of access to school and other community resources, access to families through the medical home and the supportive voice of the provider is more critical than ever.

The definition of "thrive" is to grow or develop well or vigorously. Over the next year, Reach Out and Read will continue to wrap around our families and ensure that parents are equipped and supported to help their families thrive together, building strength in times of difficulty.

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.

In evaluating the success of a Reach Out and Read program, outcomes are measured in three, specific areas: 1) improved literacy- related skills, attitudes, and behaviors in parents; 2) program and pediatrician compliance with the Reach Out and Read model; and 3) increased number of children and families living in poverty provided literacy services by physicians. Twice during each year, physicians at each of our sites complete an online Progress Report. This report details the number of children participating in our program and number of books distributed. It also indicates the economic demographics of the patient population served. On a quarterly basis, our program staff conduct formal and informal site observations, using our standard quality matrix system to evaluate each site's best practices and outline areas for improvement. Annually, our pediatricians submit a Medical Provider Report, which indicates the frequency and effectiveness of Reach Out and Read training and book distribution. Annually, Reach Out and Read programs participate in the parent survey period, and parents in each clinic will complete surveys at the conclusion of each well-visit. Data from the parent surveys demonstrate both quality implementation as well as short-term outcomes with respect to parent understanding and behavior around language and literacy.

Quality goals will continue to be measured and met through board-set quality goals and compliance rate evaluation. Reach Out and Read staff and board set annual goals at the beginning of each fiscal year. These indicators demonstrate quality and model fidelity and are measured by Reach Out and Read program staff. In addition, Reach Out and Read will set and achieve goals with respect to 100% consistency in book supply, helping to fulfill out "right book, right child" goal as well as goals around programs expansion.

Reach Out and Read is an intervention focused on parent engagement and education. Our trained providers support parents and help skill-build so that families are more equipped to integrate routines focused on books, stories, and snuggling into their daily lives. RORC is deeply committed to how we are "moving the needle" for parents, increasing their understanding and changing their behavior in positive ways. In terms of parent survey data from this year, RORC is excited to report that data demonstrates that the program continues to impact families, demonstrating outcomes in changed parental behaviors around reading and shared language. Most recent survey results demonstrate:

- Almost 80% of Reach Out and Read families report reading with their children daily or several times per week, and almost half report reading daily.
- Data shows that returning ROR parents (as compared to parents receiving the ROR guidance for the first time) are more likely to read daily and use recommended reading strategies (ie. visiting the library, letting your child turn the pages, etc.)

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.

In South Carolina, Reach Out and Read has implemented a new tool to better understand outcomes at the local level. Reach Out and Read has spent a great deal of time and capacity building a better system to evaluate our work locally and collect quality data on our programs and their implementation. We worked with the Nonprofit Finance Fund in the fall of 2013 to analyze our current evaluation tools, and better define the outcomes that we can attribute to the Reach Out and Read intervention. Through this process, and with the assistance of a team of external evaluators, Reach Out and Read designed a new parent survey tool to assess short-term outcomes for our parents across the region. We piloted this survey and implementation design in the spring of 2014 and rolled out the process statewide in the fall of 2014. At the same time, we built a new software system to collect and house evaluation data, down to the site level. This advancement in our ability to collect, house, and evaluate outcomes data regionally is a significant step for our program. At this time, we are working with research team to update the parent survey questions will pilot a new survey in in the fall of 2019 and planned to fully roll out in Summer, 2020. Due to COVID-19, however, our survey period has been delayed to Spring, 2021. Also, clinics have recently taken part in a new Outline of Roles and Responsibilities process. This process was designed to support greater clarity and communication around shared expectations of program quality.

In addition to a strong, peer-reviewed evidence base, Reach Out and Read shows major accomplishments in scalability and cost efficiency; age and access; and visibility. Since the program model works within the established health care system, the opportunity exists to reach almost every child in South Carolina at the earliest possible age. The 2007 National Survey of Child Health states that 90% of children ages 6 months through 5 years visit their pediatric care provider regularly.

Reach Out and Read's ongoing quality and evaluation analysis provides valuable data both on benefits to participants and parents as well as model fidelity. Our depth of understanding about the factors that affect these points of data continue to grow. As an organization, we continually refine our technical assistance and support for our provider and program network to ensure we are providing the most innovative support possible for their work. The work continues to drive increased focus on parent engagement and support of parents in their learning and skill-building.

EIA Programs Administered by Partnerships/Programs/Agencies

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____x_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Reach Out and Read has been evaluated significantly and has a body of peer-reviewed research that is larger than any other psychosocial intervention in general pediatrics. The research summary can be found here.

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   _____x_____ No

 If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,000,000	1,000,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant	525,000	363,008
Contributions	42,700	47,508
Non-Profit (Foundation, etc.)		
Other (specify): In-kind donations of books	47,000	50,000
Carry Forward from Prior Year		

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	116,000	93,504
Contractual Services	35,000	35,000
Supplies & Materials - – Literacy Rich Materials and Outreach		12,500
Operations	81,000	78,299
Travel	35,000	15,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Books for ROR programs	732,827	773,749
Technical Assistance Support for Programs	472,000	374,017
Provider Training and Research	38,000	42,500
TOTAL:	**1,509,827**	**1,424,503**
# FTES:	**6.5**	**5.5**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____x_____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 2020-21	$
Amount of increase requested in EIA funding for FY 2021-22	$
Amount of decrease requested in EIA funding for FY 2021-22	$
Total amount of EIA funding requested for FY 2021-22	$

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 2021-22?

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 $_30,000_____ and would impact the program accordingly:

Limit innovations in provider training and engagement.

5% Reduction in EIA funding equates to $_50,000____ and would impact the program accordingly:

Decrease in expansion of ROR to new clinical locations and limit innovations in provider training and engagement.

7% Reduction in EIA funding equates to $_70,000____ and would impact the program accordingly:

Decrease in expansion of ROR to new clinical locations, limit innovations in provider training and engagement, and decrease in book provision to ROR programs.

10% Reduction in EIA funding equates to $_100,000____ and would impact the program accordingly:

Decrease in expansion of ROR to new clinical locations, limit innovations in provider training and engagement, and decrease in book provision to ROR programs.

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.

EIA Programs Administered by Partnerships/Programs/Agencies

Program Summary			
EIA-Funded Program Name	SC National Guard Youth ChalleNGe Academy	**Address**	5471 Leesburg Road Eastover, SC 29044

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,000,000.00	**FY 2021-22 EIA Funding Request**	$1,000,000.00

Program Contact	**LaToya Reed**	**Division/Office**	SC National Guard Youth ChalleNGe Academy
Contact Title	**Director**	**Address**	5471 Leesburg Road Eastover, SC 29044
Contact Phone	**803-722-0171**	**Contact E-Mail**	reedl@tag.scmd.state.sc.us

Summary of Program:

The South Carolina National Guard Youth ChalleNGe Academy (SCYCA) is an educational program conducted under a quasi-military structure designed to support at-risk youth ages 16-18. The Academy is located on the SC National Guard's McCrady Training Center in Eastover, SC, and serves youth from throughout the State of South Carolina. The mission of the SCYCA is to form a strong partnership with youth in creating and maintaining a viable plan for their educational and career goals while reaffirming the skills and talents they possess.

SCYCA conducts two classes per year: January and July. The Program is a seventeen (17) month program divided into three (3) phases: Acclimation, Residential and Post-Residential. The quasi-military style Aclimation and Residential Phases are 22.5 weeks. The Program provides the participants the opportunity to make basic life-style changes and prepares them for GED testing through academic and physical training based on the program's eight (8) Core Components: Academic Excellence, Health & Hygiene, Job Skills, Leadership/Followership, Responsible Citizenship, Physical Fitness, Life Coping Skills and Service to Community. Successful participants who graduate then enter the Post-Residential Phase.

The second part to SCYCA is the SC Job Challenge Academy (SCJCA). Once cadets complete SCYCA, they are provided the opportunity to apply for and attend the SCJCA. SCJCA partners with Midlands Technical College to provide SCJCA cadets the opprotunity to pursue certifications or higher education.

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, 2020.**
- 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.

EIA Programs Administered by Partnerships/Programs/Agencies

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$1,000,000.00	100%
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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by 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:
N/A

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

Regulation(s):
N/A

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	X	No

If yes, please describe:

Fiscal Year 2019-20	
Problem/Issue	The South Carolina dropout rate for the year 2016-2017 was 2.4, which is 5,351 students in grades 9-12. Also, more than 10,000 students between ages of 17-21 are enrolled in adult education programs across the state each school year.
Goal	To provide an educational alternative program with a quasi-military structure that also offers life skills and career readiness skills for youth who are experiencing difficulty in a traditional high school setting. The annual goal is to recruit and enroll a sufficient number of youth to reach our target graduation rate of 200 successful cadets who have earned a GED or increased TABE scores.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
To improve GED results by increasing educational resources and tutoring efforts.	1.Provide a study hall for cadets to prepare for GED testing. 2.Provide additional tutoring in the evenings and/or weekends.	The scores on the GED practice test will help identify if the efforts are assisting the cadets, which would help further identify the area of need.	An increase in test scores between the GED practice and	Outcomes will be measured by the increase in the number of cadets who receive their GED.

EIA Programs Administered by Partnerships/Programs/Agencies

			actual GED test.	
Effectively market the SC Youth ChalleNGe program throughout the state of South Carolina.	1. Create audience specific marketing materials to distribute to specific partner agencies. 2. Advertise through social media, billboards, radio commercials, and printed materials.	1.Increased social media presence. 2.Increased awareness of the program will result in an increase in inquiries and applications.	# of applicants 2019-20 was 833. This was a decrease from previous year. Review and update marketing plan and revamp admissions process.	Inquiries are directed to apply online through our website, www.scyouthchallenge.com . Applications are tracked through our database system.
Increase public awareness of the Youth ChalleNGe program through participation in community events, professional conferences, and community service.	1. Recruiters will attend conferences such as the SC Counseling Association and set up vendor booths at community events such as the SC State Fair. 2. Recruiters will reach out to churches and faith-based organizations as well as county councils and other public agencies to increase awareness of the program.	Increased awareness of the program will result in an increase in increased inquiries and applications.	# of applicants 2019-20 was 833. This was a decrease from previous year. Review and update recruitment plan.	Outcomes are measured by the number of applications received. Applicants are surveyed to ascertain the way they became aware of the program.
SCYCA post-residential outgoing communication will	Post-residential staff will send periodic encouraging	Cadets take initiative to maintain contact with mentor	Current Post-	Outcomes are measured by documentation showing

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EIA Programs Administered by Partnerships/Programs/Agencies

promote supportive connections between former cadets, mentors and SCYCA to encourage former cadets to seek assistance with maintaining placement in academic/employment/military settings.	communications to former cadets (i.e. birthday cards, Facebook posts regarding statewide job postings)	and SCYCA to report positive placement.	Residential phase has not completed the full year. 62% of cadets were in placement in month 1. 37% currently is still in placement.	positive placement in Post-residential Month 12.
Implementation of a life skills curriculum appropriate for 16-18 year old adolescents.	SCYCA counselors facilitate weekly lessons from the Overcoming Obstacles curriculum for High School.	Cadets receive a cumulative assessment on life skills curriculum and are required to pass with 80% for passing.	100% of cadets passed life skills curriculum. 62% of cadets were in placement in month 1. 37% currently is still in placement.	Cadets report positive placement at month 12 of post- residential phase.
SCYCA will include career development coaching and resources for statewide education and employment options.	1.Each cadet will complete a Post Residential Action Plan to create academic/employment/military	1.Progress will be measured by the ongoing creation of a quality PRAP document.	100% completed PRAP, which allows to create a	1.PRAP document 2.There is no measure/assessment for sharing resources.

EIA Programs Administered by Partnerships/Programs/Agencies

	y goals to reach after the residential phase. 2.Each cadet will receive information from the State Newspaper Education Guide during the residential phase. 3.At least two college tour field trips will be offered each cycle.	2.Resources will be documented on each cadet's Post Residential Action Plan (PRAP).	plan by the end of the residential phase. Education, employment and military resources were shared with every cadet in residential phase and college tours were offered.	
Mentors will actively engage with cadets and address specific academic/employment/military goals throughout the residential phase.	1.Mentors and Case Managers will communicate through monthly reports regarding cadet academic/employment/military goals from week 14 through week 22 of the residential phase. 2.Mentors will submit monthly reports regarding developments, coaching and progress towards cadet goals.	1.Mentor engagement is measured by submission of the Mentor Monthly Report. 2.Progress towards academic/employment/military goals is determined when goals are discussed and mentors incorporate coaching and/or activities that involve academic/employment/military goals.	Mentor contact is not effective in the Post-Residential phase. Mentors make attempts to contact cadets, but are unsuccessful	Outcomes are measured by Mentor Monthly Reports and documentation showing positive placement in Post-residential Month 12 (one year after completing the residential/academic phase).

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	The South Carolina dropout rate for the year 2018-2019 was 2.2, which is 4,850 students in grades 9-12. Also, more than 6,449 students between ages of 17-21 were enrolled in adult education programs across the state and only 2,005 students received their General Educational Development diplomas (GEDs).			
Goal	To provide an educational alternative program with a quasi-military structure that also offers life skills and career readiness skills for youth who are experiencing difficulty in a traditional high school setting. The annual goal is to recruit and enroll a sufficient number of youth to reach our target graduation rate of 200 successful cadets who have earned a GED or increased TABE scores.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
To improve GED results by increasing educational resources and tutoring efforts.	1.Provide a study hall for cadets to prepare for GED testing. 2.Provide additional tutoring in the evenings and/or weekends.	The scores on the GED practice test will help identify if the efforts are assisting the cadets, which would help further identify the area of need.	A total 213 cadets were tested in parts of the GED and 134 passed the part of the GED that they took…63%.	Outcomes will be measured by the increase in the number of cadets who receive their GED.

EIA Programs Administered by Partnerships/Programs/Agencies

			25% actually earned their GED.	
Effectively market the SC Youth ChalleNGe program throughout the state of South Carolina.	1.Create audience specific marketing materials to distribute to specific partner agencies. 2.Advertise through social media, billboards, radio commercials, and printed materials.	Increased social media presence. Increased awareness of the program will result in an increase in inquiries and applications.	The number of applicants per cycle will increase by at least 25% in 2019-2020.	Inquiries are directed to apply online through our website, www.scyouthchallenge.com. Applications are tracked through our database system.
Increase public awareness of the Youth ChalleNGe program through participation in community events, professional conferences, and community service.	1.Recruiters will attend conferences such as the SC Counseling Association and set up vendor booths at community events such as the SC State Fair. 2.Recruiters will reach out to churches and faith-based organizations as well as county councils and other public agencies to increase awareness of the program.	Increased awareness of the program will result in an increase in increased inquiries and applications.	The number of applicants per cycle will increase by at least 25% in 2019-2020.	Outcomes are measured by the number of applications received. Applicants are surveyed to ascertain the way they became aware of the program.
SCYCA post-residential outgoing communication will promote supportive connections between former cadets, mentors and SCYCA to encourage former cadets to	Post-residential staff will send periodic encouraging communications to former cadets (i.e. birthday cards, Facebook posts regarding statewide job postings)	Cadets take initiative to maintain contact with mentor and SCYCA to report positive placement.	The only measure lasting 1 year is positive placement.	Outcomes are measured by documentation showing positive placement in Post-residential Month 12.

EIA Programs Administered by Partnerships/Programs/Agencies

seek assistance with maintaining placement in academic/employment/military settings.			Significant progress will be determined when cadets maintain placement at Post-residential Month 12.	
Implementation of a life skills curriculum appropriate for 16-18 year old adolescents.	SCYCA counselors facilitate weekly lessons from the Overcoming Obstacles curriculum for High School.	Cadets receive a cumulative assessment on life skills curriculum and are required to pass with 90% correct for credit.	Cadets will have positive placement in the post-residential phase.	Cadets report positive placement at month 12 of post- residential phase.
SCYCA will include career development coaching and resources for statewide education and employment options.	1.Each cadet will complete a Post Residential Action Plan to create academic/employment/military goals to reach after the residential phase. 2.Each cadet will receive the State Newspaper Education Guide during the residential phase. 3.At least two college tour field trips will be offered each cycle.	1.Progress will be measured by the ongoing creation of a quality PRAP document. 2.Resources will be documented on each cadet's Post Residential Action Plan (PRAP).	1.Significant progress will be made when a SMART-quality PRAP is completed by the end of the residential phase. 2.The residential	PRAP document There is no measure/assessment for sharing resources.

			program lasts 5-1/2 months. Therefore, resource sharing is not monitored annually. However, SCYCA is available for former cadets to return if they require additional resources.	
Mentors will actively engage with cadets and address specific academic/employment/military goals throughout the residential phase.	1.Mentors and Case Managers will communicate through monthly reports regarding cadet academic/employment/military goals from week 14 through week 22 of the residential phase. 2.Mentors will submit monthly reports regarding developments, coaching and progress towards cadet goals.	Mentor engagement is measured by submission of the Mentor Monthly Report. Progress towards academic/employment/military goals is determined when goals are discussed and mentors incorporate coaching and/or activities that involve academic/employment/military goals.	Significant progress will be determined when mentors maintain contact with former cadets and SCYCA and the cadets maintain placement	Outcomes are measured by Mentor Monthly Reports and documentation showing positive placement in Post-residential Month 12 (one year after completing the residential/academic phase).

EIA Programs Administered by Partnerships/Programs/Agencies

			at Post-residential Month 12.	
Fiscal Year 2021-22				
Problem/Issue	The South Carolina dropout rate for the year 2018-2019 was 2.2, which is 4,850 students in grades 9-12. Also, more than 6,449 students between ages of 17-21 were enrolled in adult education programs across the state and only 2,005 students received their General Educational Development diplomas (GEDs).			
Goal	To provide an educational alternative program with a quasi-military structure that also offers life skills and career readiness skills for youth who are experiencing difficulty in a traditional high school setting. The annual goal is to recruit and enroll a sufficient number of youth to reach our target graduation rate of 200 successful cadets who have earned a GED or increased TABE scores.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Increase recruitment and retention of cadets. In the past two years the graduation and retention rate has been less than 70%. Based on that data	1) Revamping the website to increase the functionality and make it user friendly for parents/guardians to submit applications online. 2) Increase visibility and engagement with the community.	When the website is complete and users are able to easily maneuver through the website. Increase in community partnerships across the state. Increased knowledge about the	Graduating at least 100 cadets per cycle. Consistantly receiving applications	Applications received, enrollment numbers, retention rate and graduation number.

EIA Programs Administered by Partnerships/Programs/Agencies

SCYCA has to enroll (on day one) at least 140-150 cadets.	Connecting and collaborating with school districts and youth serving organizations as a drop out prevention option. 3) Introduce more selective vetting when accepting cadets. 4) Implement positive reinforcements for behavior modifications and introduce incentive based opportunities.	program and referrals to the program from other organizations. Lower dropout rate during acclimation phase. Cadets exceed the standards for education, mental health, medical and legal requirements to complete the program. Implementation of a clear and structured incentive program, which in turn would reduce disciplinary board reviews and increase in active participation.	to enroll 150 cadets.	
At least 50% of the graduates receive a GED.	1) Enhance structure of the education department. 2) Add a teacher's aide to lead and organize tutoring efforts and increase test preparation opportunities.	Provide regular by-weekly progress reports for cadets so they are aware of which subjects need improvement. Increase in GED Ready scores and GED recipients.	When at least 50% or more of cadets receive their GED.	By-weekly progress reports, GED Ready scores and GED scores and certificates.
Improve Career Development efforts through career readiness, curriculum, and assessments.	1) Re-engage in the career readiness process by utilizing the WIN learning system and assessements. 2) Certified Career Development facilitators onsite to guide cadets to their career goals.	Cadets receive ready to work credentials on the silver level or above from WIN testing. Each cadet pass the essential soft skills assessment on WIN testing. Each cadet will develop a post residential action plan (PRAP) and identify future goals for placement either at school, work, military, or volunteer assignment.	When cadets maintain their placement for at least a year. When 75% of cadets pass WIN testing on a silver level or above and 75% pass the	WIN scores, Placement rate, PRAP completion of future goals and plans.

EIA Programs Administered by Partnerships/Programs/Agencies

			essential soft skills assessment.	
Improve technology and resources for a more interactive learning experience for cadets.	1) Add current and innovative technology. 2) Partner with outside resources and educators to bring more STEAM related activities into the program. 3) Create a viable plan to add space for the purpose of collaborative and interactive learning.	Technology and resources are reliable and useful for creative and interactive learning. Strong partnerships with educational interns, STEAM programs, and other technology related organizations. Increase collaboration with the National Guard to enhance resources, technology, and career exploration opportunities for cadets.	When cadets are able to effectively and sufficiently use technology for interactive learning. Consistent STEAM programs.	At least 2-3 established partnerships with organizations that could provide STEAM activities/courses. Fully equipped computer lab and classrooms with current technology. Increased space for improved and interactive learning.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- **The academy did not have a lead teacher during the majority of the fiscal year**
- **COVID-19 halted all travel for recruiting and community events**
- **Lack of commitment from mentors**

Fiscal Year 2020-21:
- **COVID-19 Pandemic effects capacity, partnerships, community service projects, training, programming, placement, etc.**
- **Staff turnover**

Fiscal Year 2021-22:
- **Possible COVID-19 Pandemic**
- **Outside peer influence and cadet motivations**
- **Unexpected family events**
- **Access to high school dropout contact information**
- **Other programs of similar structure and benefit that serve the same population**
- **Availability of mentors and other volunteers**
- **Availability of jobs for youth age 16**

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.

The 8 CORE Components is the method that is used to determine the program's impact on recipients. In each component cadets complete assessments and/or must meet certain success criteria in order to graduate the program.

Academic Excellence - The Academic Core Component requires all cadets to attend academic classes preparing them for testing for the General Education Development (GED) Diploma or a high school diploma. Evaluation of the cadets' progress is measured using the complete battery of Tests of Adult Basic Education (TABE) scale scores. Cadets are required to complete this course as part of their graduation requirement.

Physical Fitness - The physical fitness program is based on The President's Challenge, a physical fitness testing program of the President's Council on Physical Fitness and Sports. The Physical Fitness test will be conducted throughout the Residential Phase. Cadets must be physically cleared by medical personnel prior to participating in physical fitness training. Once cleared, Cadets will participate in the daily physical fitness regimen which includes an introduction to the required components and standards of the SCYCA Physical Fitness Program.

Leadership/Followership - Identification and application of individual moral and ethical standards is the focus of the various roles and responsibilities as the Cadets live and learn in a structured environment. This will be evaluated in seven (7) tasks.

Responsible Citizenship - The course will teach cadets about the structure of the U.S. Government, by exploring the processes of U.S. Government to include: the individual rights and responsibilities of U.S. citizens at the local, State, and national levels. Cadets will be given the opportunity to participate in the SCYCA Student Government via the academy's electoral process, register to vote, and register for selective service.

Job Skills - Cadets will demonstrate an understanding of the career exploration process and how their own skills and interests match up to a chosen major/career path. In the process, cadets will learn how to write professional documents (i.e. resume, cover letter, thank you letter) to use for jobs, internships and post graduate program applications. Develop a viable Post-Residential Action Plan.

Service to Community - A minimum of forty (40) hours of volunteerism, including both Service to the Community and Conservation Projects, as a group and/or on an individual basis. Daily and weekly maintenance/housekeeping within the confines of the Program site (academy) is not considered Service to the Community projects.

Health & Hygiene - This component is facilitated through classroom instruction and guest speakers. Topics include a broad range of subjects including healthy relationships, substance abuse, sexual responsibility and sexually transmitted diseases. Preventive health care will focus on personal hygiene, grooming, and nutrition. (A written exam is given and 80% passing rate).

Life Coping Skills - Cadets will have increased self-awareness, self- discipline, and independent living skills gained through a combination of activities and a structured living environment. An understanding of goal setting and managing person finances is developed along with coping mechanisms and strategies for dealing with conflicts, emotions and related stressors (i.e. anger, grief, anxiety, frustration, etc.) through group discussions, the classroom environment and related activities.

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.
-

Each 8 CORE Component has a success criteria that has to be met by each cadet.

Success criteria for each component are as follows:
Academic Excellence – Raised scale scores on TABE or obtain a GED
Physical Fitness - Demonstrate a general knowledge of physical fitness concepts.
Cadets will successfully complete two (2) written test that will be evaluated at 80% or higher.
Participate in physical fitness training and testing. Improve fitness in all events.

Leadership/Followership –
- Each cadet will follow guidelines and procedures and improvement in behavior throughout cycle. Go/No Go
- Perform basic military customs and courtesies. Go/No Go
- Perform basic military facing and marching movements.Go/No Go
- Define and recognize leadership skills, traits, dimensions and components. Cadet will successfully complete a written test and be evaluated at 80% or higher.
- Employ leadership skills in accordance with military standard FM 6-22 while performing in a leadership position. Go/No Go.
- Maintain personal living area. Go/No Go.
- Employ Followership Skills within a team setting. Go/No Go.

Responsible Citizenship - Recall the individual rights, privileges and obligations of citizenship and successfully score an 80% on the test; Register for Selective Service if eligible; Communicate an understanding of voting and the election process and register to Vote if eligible; Communicate a basic understanding of the US Constitution, government, and citizenship and successfully score an 80% on the test; Participate in the democratic process

Job Skills - Complete the ASVAB and participate in a vocational interpretation; Demonstrate knowledge and skills needed to seek employment; Acquire Job Search Skills- Complete Job Search Quiz 80% or higher; Complete a Job Application, resume and mock interview; Demonstrate Understanding of Work Ethics – Complete Work Ethic Quiz 80% or higher; Explore knowledge and skills required to pursue future educational opportunities, to include educational alternatives, institutions, and financial aid.

Service to Community - Describe the importance and value of a service to the community and/or conservation project. Go/No Go; Complete a minimum of 40 hours of service to the community/conservation projects. Go/No Go

Health & Hygiene - Maintain personal hygiene by employing appropriate methods and practices. Go/No Go. Recall the adverse effects of the abuse and available treatment resources for alcohol, tobacco, and other drugs (ATOD). Complete test at 80% or higher. Recall healthy sexual practices, human sexuality, family planning and related responsibilities. Complete test at 80% or higher. Recall the method and practice used by individuals to prevent the spread of communicable diseases including STDs, HIV/AIDS and other blood-borne pathogens. Complete test at 80% or higher. Recall the importance of nutrition in the daily diet for personal well-being. Complete test at 80% or higher.

Life Coping Skills - Understand Personal Finance; Recognize various emotions and stressors; Identify coping strategies; Recognize conflict resolution strategies; Creating a Positive Environment; Communication Skills.

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

EIA Programs Administered by Partnerships/Programs/Agencies

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

The last evaluation was December 2018 called the CORE Evaluation, which the National Guard Bureau (NGB) performs with each state, through an independent contractor, that has a Youth ChalleNGe program. A copy of that evaluation was included in the last two EIA reports.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

5. Program Budget – **Please note that the Office of Finance will submit the following information to the EOC.**
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,000,000.00	1,000,000.00
General Fund	250,000.00	250,000.00
Lottery		
Fees		
Federal Funds (specify):	3,000,000.00	3,000,000.00
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**0**	**0**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	2,452,020.42	2,500,000.00
Contractual Services	486,587.22	500,000.00
Supplies & Materials	220,411.13	275,000.00
Fixed Charges	30,856.64	40,000.00
Travel	34,102.25	60,000.00
Equipment	12,709.89	50,000.00
Employer Contributions	758,821.91	775,000.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Cadet Stipends	39,868.00	50,000.00
Balance Remaining	214,622.54	
TOTAL:	**4,250,000.00**	**4,250,000.00**
# FTES:	**71**	**71**

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6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	$
Amount of increase requested in EIA funding for FY 2021-22	$
Amount of decrease requested in EIA funding for FY 2021-22	$
Total amount of EIA funding requested for FY 2021-22	$

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 2021-22?

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 $_30,000.00_____ and would impact the program accordingly:

A 3% reduction in EIA funding would also result in a 3% reduction in our federal funding since this is our state match. This would result in a total loss in funding of $120,000.00. With this reduction we would have to cut back drastically on supplies and equipment which could impact the value of learning that the cadets receive with our program.

5% Reduction in EIA funding equates to $_50,000.00____ and would impact the program accordingly:

A 5% reduction in EIA funding would also result in a 5% reduction in our federal funding since this is our state match. This would result in a total loss of funding of $200,000.00. With this reduction we would have to cut back on supplies, equipment, and stipends. This would impact the value of learning, quality of environment, and reduce incentives for cadets to pursue their goals.

7% Reduction in EIA funding equates to $_70,000.00____ and would impact the program accordingly:

A 7% reduction in EIA funding would also result in a 7% reduction in our federal funding since this is our state match. This would result in a total loss of funding of $280,000.00. With this reduction we would have to look at

other options for dining services in addition to reducting our supplies, equipment, and stipends. Cheaper options for dining services could result in less healthy options and potentially a loss of SCAPs reimbursements if the new vendor cannot meet the nutritional standards.

10% Reduction in EIA funding equates to $_100,000.00____ and would impact the program accordingly:

A 10% reduction in EIA funding would also result in a 10% reduction in our federal funding since this is our state match. This would result in a total loss of funding of $400,000.00. With this reduction we would have to consider reducing staff in addition to cutting back on supplies, equipment, stipends, ,and finding a new dining vendor. Less staff means less control, less ability to build trusting relationships with cadets, and less opportunities to work individually with cadets on education needs and career goals.

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.

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, 2020.**
- 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	Partnerships: Arts Curricula (H91)	**Address**	S.C. Arts Commission 1026 Sumter Street Suite 200 Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,170,000	**FY 2021-22 EIA Funding Request**	$1,570,000

Program Contact	David Platts	**Division/Office**	SC Arts Commission
Contact Title	Executive Director	**Address**	1026 Sumter Street Suite 200 Columbia, SC 29201
Contact Phone	(803) 734-8689	**Contact E-Mail**	dplatts@arts.sc.gov

Summary of Program:

The mission of the S.C. Arts Commission is to promote equitable access to the arts and support the cultivation of creativity in South Carolina. We use EIA funds to ensure students throughout the state gain world class knowledge in the arts and foster the world class skills and life and career characteristics called for in the Profile of the South Carolina Graduate. Specifically, EIA funds support the Arts Commission's **grant making** through established programs such as Arts in Basic Curriculum (ABC) Advancement (schools) and Arts Education Projects (schools, districts, and community organizations). These funds also support **targeted pilot initiatives** to reach students in poverty, such as the Summer STEAM camps in Clarendon School District 1, Allendale County School District, and Barnwell District 19, and the Read to Succeed program in Williamsburg County School District and Jasper County School District. A portion of these funds support **research and evaluation** of student engagement in arts-rich schools across the state. Finally, funds received from EIA support an arts education **staff position** to develop programs and administer grant making.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 681,383	47%
Retained by this partnership/program/agency	$ 101,839	7%
Allocated to Other Entities (Please Explain)	$ 660,234	46%
Other (Please Explain)		
Other (Please Explain)		
TOTAL:	**$ 1,443,456**	**100%**

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	10%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	50%
Special Education Services	
Health (i.e. school nurses, mental health counselors, etc.)	
Safety (i.e. school resource officers, etc.)	
Vocational (i.e. career education, vocational equipment, etc.)	

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Facilities & Transportation	
District Services	
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	10%
Adult Education	
4K (i.e. Half-Day and Full-Day Programs)	
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	30%
National Board Supplements	
Other *(Please Explain)*	
TOTAL:	**100%**

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: Title 60, Chapter 15 – South Carolina Arts Commission

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: Act 135 of 2020 (S.C. Arts Commission is currently operating under the continuing resolution)

Regulation(s): N/A

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.

<u>   X   </u>   Yes   <u>   </u>   No

If yes, please describe:

Published grant application guidelines, approved by the SC Arts Commission's Board of Commissioners.

EIA Programs Administered by Partnerships/Programs/Agencies

3. Logic Model

Fiscal Year 2019-20	
Problem/Issue	Relying on local and district funding makes access to arts education classes and programs inequitable in schools and communities across South Carolina. Student learning in the arts is affected by geographic location, local tax bases, and family income.
Goal	Increase comprehensive, standards-based arts instruction in schools, summer programs, and after school programs which will help students gain world class arts knowledge and foster the world class skills and life and career characteristics called for in the Profile of the South Carolina Graduate.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Strategy: Arts in Basic Curriculum (ABC) Advancement Grant Resources: Human - grant administration, program guidance; Financial - EIA, state, federal (National Endowment for the Arts)	ABC Advancement grant provided statewide flexible funding, guidance, and support to locally developed and directed strategic arts education plans at ABC schools and districts.	- 3% increase in funding to current ABC sites (84 ABC Sites, 171,000 students) - Professional Learning Opportunities for teachers (2019-2020 statistics: 822 participating teachers)	- Increase in opportunities, knowledge, and skills for students in the arts - Changes in school environment of program participants (98% of ABC sites reported progress made toward achieving strategic arts plan goals) - Student engagement and hope in SC arts-rich schools higher than national average	- ABC Advancement grant final report - ABC site self-reporting - Gallup Student Engagement Survey
Strategy: Arts Education Projects (AEP) Grant Resources: Human - grant administration, program guidance; Financial- EIA, state, federal (National Endowment for the Arts)	AEP grant provided funding support to increase access to arts learning in school, afterschool, and summer programs with a focus on rural and high poverty students.	- 85% of grants served students below the poverty line - 75% of grants serve students from distinct groups (as identified by the National Endowment for the Arts) - Some grant activities were adjusted or cancelled due to COVID-19	- Grant implementation expands student access to arts education opportunities - Grant implementation grows capacity for organizations to carry out quality arts education programs	- AEP grant final report - Program observations
Strategy: Education Pilot Projects (EPP) Grant Resources: Human - grant administration, program development; Financial – EIA, federal (National Endowment for the Arts)	EPP grant provided funding and programming for flexible, scale-able programs in highest poverty school districts, as well as research on arts learning and student engagement.	- Implemented 10 pilots throughout SC's least resourced rural school districts - Funded student and teacher engagement research (Gallup) to measure the correlation between engagement and arts-rich learning environments	- Positive gains in students' reading retention, motivation to read, and aptitude for divergent thinking - Increase in student and teacher engagement - Student engagement and hope in SC arts-rich schools higher than national average	- MAP scores - Fountas and Pinnell scores - Torrence Test of Creativity -Student and teacher surveys - Gallup Student Engagement Survey - Gallup Teacher Engagement Survey

Fiscal Year 2020-21	
Problem/Issue	Relying on local and district funding makes access to arts education classes and programs inequitable in schools and communities across South Carolina. Student learning in the arts is affected by geographic location, local tax bases, and family income.
Goal	Increase comprehensive, standards-based arts instruction in schools, summer programs, and after school programs which will help students gain world class arts knowledge and foster the world class skills and life and career characteristics called for in the Profile of the South Carolina Graduate.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Strategy: Arts in Basic Curriculum (ABC) Advancement Grant Resources: Human - grant administration, program guidance; Financial - EIA, state, federal (National Endowment for the Arts)	ABC Advancement grant provides statewide flexible funding, guidance, and support to locally developed and directed strategic arts education plans at ABC schools and districts.	- Launch new funding model for ABC Advancement grant to serve a wider range of schools and districts - ABC app, accessible to all educators across the state, provides connectivity and professional resources - Fully digital Professional Learning Opportunities that provide opportunities for arts and non-arts teachers to participate in professional learning	- Increase in opportunities, knowledge, and skills for students in the arts - Changes in school environment (98% of ABC sites reported progress made toward achieving strategic arts plan goals) - Student engagement and hope in SC arts-rich schools higher than national average	- ABC Advancement grant final report - Gallup Student Engagement Survey
Strategy: Arts Education Projects (AEP) Grant Resources: Human - grant administration, program guidance; Financial- EIA, state, federal (National Endowment for the Arts)	AEP grant provides funding support to increase access to arts learning in school, afterschool, and summer programs with a focus on rural and high poverty students.	- Adapt funding model to help organizations and schools adapt to COVID-19 - 85% of grants serve students below the poverty line - 75% of grants serve students from distinct groups (as identified by the National Endowment for the Arts)	- Grant implementation expands student access to arts education opportunities - Grant activity adaptations in response to COVID-19 grows capacity for organizations to carry out innovative and adaptive programs	- AEP grant final report - Program observations **-** COVID-19 adjustment application and final report
Strategy: Education Pilot Projects (EPP) Grant Resources: Human - grant administration, program development; Financial – EIA, federal (National Endowment for the Arts)	EPP grant provides funding and programming for flexible, scale-able programs in highest poverty school districts, as well as research on the arts learning and student engagement.	- Implement 10+ pilot programs throughout SC's least resourced rural school districts and communities - Student engagement research (Gallup) that measures the correlation between engagement and the arts - Assist EPP partners in adjusting in response to Covid-19	- Positive gains in students' reading retention, motivation to read, and aptitude for divergent thinking - Student engagement and hope in SC arts-rich schools higher than national average - Grant activity adaptations in response to COVID-19 grows capacity for organizations to carry out innovative and adaptive programs	- MAP scores - Fountas and Pinnell scores - Torrence Test of Creativity -Student and teacher surveys - Gallup Student Engagement Survey - Gallup Teacher Engagement Survey

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2021-22	
Problem/Issue	Relying on local and district funding makes access to arts education classes and programs inequitable across South Carolina. Student learning in the arts is affected by geographic location, local tax bases, and family income. This compounds inequities present in all areas of K12 education, as confirmed by recent SCAC-supported research that indicates a positive correlation between arts education access and levels of student engagement, hope and academic success across subject areas.
Goal	Increase comprehensive, standards-based arts instruction in schools, summer programs, and after school programs to help students gain world class arts knowledge and foster the world class skills and life and career characteristics called for in the Profile of the South Carolina Graduate. Increase research and accountability measures that assess the impact of the arts on SC students and inform the development of best practices in regards to arts-rich curricula and arts education assessment.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Strategy: Arts in Education grant portfolio Resources: Human - grant administration, program guidance; Financial - EIA, state, federal (National Endowment for the Arts)	Arts in Education grants (ABC Advancement, Arts Education Projects, District Arts, and Arts Teacher Support) will provide statewide support to increase access to arts learning in school, afterschool, and summer programs with a focus on rural and high poverty students.	- Improvements to the ABC app to make it accessible to arts educators across the state and provide connectivity and professional resources - New structure for digital and in-person professional learning opportunities for arts and non-arts teachers - 85% of grants serve students below the poverty line - 75% of grants serve students from distinct groups (as identified by the National Endowment for the Arts)	- Increase in opportunities, knowledge, and skills for students in the arts - Changes in school environment (98% of ABC sites reported progress made toward achieving strategic arts plan goals) - Student engagement and hope in SC arts-rich schools higher than national average - Grant implementation expands student access to arts education opportunities	- AIE grant final reports - Gallup Student Engagement Survey - Program observations - ABC app data analytics
Strategy: Education Pilot Projects (EPP) grant and program Resources: Human - grant administration, program development; Financial – EIA, federal (National Endowment for the Arts)	Education Pilot Project grant and program provides funding and programming for flexible, scale-able programs in highest poverty school districts.	- Implement 10+ pilot programs throughout SC's least resourced rural school districts and communities - Transition longest-running pilots to other funding sources	- Positive gains in students' reading retention, motivation to read, and aptitude for divergent thinking - Student engagement and hope in SC arts-rich schools higher than national average	- MAP scores - Fountas and Pinnell scores - Torrence Test of Creativity -Student and teacher surveys - Gallup Student Engagement Survey - EPP grant final reports
Strategy: Arts in Education Research portfolio Resources: Human - grant administration, program development; research implementation; Financial – EIA, state, federal (National Endowment for the Arts)	Arts in Education research portfolio will combine multiple research methods to assess the impact of the arts on SC students.	- Research data from the Gallup Student Engagement Survey, the SC Arts Assessment Program, and the Arts Education Data Toolkit - Formal strategic recommendation to the EOC regarding the role of the arts in state accountability	- Student engagement and hope in SC arts-rich schools higher than national average - Gaps in accessibility to the arts decrease for students in rural and underfunded schools - Meanigful accountability for the arts at the state level	- Gallup Student Engagement Survey - Arts Education Data Toolkit - SC Arts Assessment Program

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- EIA Carry Forward: In an effort to responsibly (and impactfully) spend our EIA carry forward funds, we offered a one-time grant category to arts teachers throughout the state called School Arts Materials (SAM). The purpose of the SAM grant was to help arts teachers acquire the materials, supplies, and equipment needed to provide quality and innovative arts education. With a low (1:3 for non-title 1 schools) or no (title 1 schools) match, we had 104 applications. All 63 title 1 applicants were fully funded.

- COVID-19: In response to COVID-19 all activities that were planned to take place after mid-March 2020 halted. In response, the Arts Commission offered flexibility to grantees to adjust grant activities (which may have included making activities digital, shifting activities entirely, or carrying forward a grant into the next fiscal year). Even in these difficult times, we have found that schools and organizations have pivoted in innovative and impactful ways.

Fiscal Year 2020-21:

- COVID-19: In response to COVID-19, we paused funding Arts Education Projects grants until schools and districts announced their policies for residencies/visitors/digital programming for the school year. The grant category was just re-opened to the original applicants so they could re-submit an application that explains how they are shifting their programming for this school year. Additionally, the Arts Commission is offering flexibility to grantees to adjust grant activities (which may include making activities digital or changing activities entirely).

- S.C. State Budget: At the time this report is being composed, the Arts Commission is operating under the state's continuing resolution. If, once the state's budget is set, our agency's budget is reduced we will reduce grant allocations in all categories.

Fiscal Year 2021-22:
- COVID-19: Due to the unknown future in response to COVID-19, we are evaluating grant guidelines, allowed grant activities, and all current programs. As this year unfolds and we move into FY21-22 we will be prepared for the flexibility needed to best serve the state.

- S.C. State Budget: Without an increase in funding we will not be able to grow programs such as the ABC Institute and Education Pilot Projects. With an uncertain financial future in our state we will prepare multiple versions of our own budget so we can grow or compress as needed.

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.

1) **Opportunities in the arts** by the S.C. Arts Assessment Program administered by the Research, Evaluation, and Measurement Center at the University of South Carolina, with support from the S.C. Department of Education. The survey results have been correlated with arts ratings and other outcome measures on the Report Card, which are particularly relevant in schools with high levels of arts integration (instruction that combines arts and other disciplines, such as STEAM, language arts, or history).

2) Rates of **summer learning loss** by comparing school progress for students participating in funded summer programs, using MAP scores, STAR scores, and Fountas & Pinnell Benchmark Assessments. We compare their performance with that of comparable non-participating students. Additionally, we track summer arts-based camp attendance (arts participants vs. non-arts participants).

3) Changes in student skills and life and career characteristics **via student self-assessment, parental assessments, and observed behavior**, using pre-and-post surveys and recorded classroom observations. Recorded classroom observations are evaluated by Dr. Peter Duffy at University of South Carolina.

4) **Student Engagement** in arts-rich schools via the Gallup Student Poll. This nationally administered, heavily reliable survey is now implemented in arts-rich schools in a longitudinal study that tracks the relationship between student engagement and arts learning. This Arts Commission funded project is the first time in Gallup's history that the program is being implemented specifically to study the impact on the arts, putting South Carolina on the front end of this important and exciting research.

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' or recipients/ perceptions?

Indicators cited are drawn from grantee-reported data collected by the Arts Commission and internal program statistics. Outcome measures are published or are available from partnering schools and agencies, such as the SC Department of Education. ABC program plans are reviewed quarterly by the ABC Coordinating Committee (representatives of the Arts Commission, Department of Education, and Winthrop University) and are regularly adjusted in response to progress reviews by this group and staff. ABC sites meet regularly for to share information and provide feedback. Arts Commission staff monitors progress on initiatives growing out of the 2014 Arts Education Task Force.

While individual components outlined in the Arts Education Task Force recommendations have varied, all program decisions are founded in the effort to **increase student access to arts education, especially in poor and rural areas of South Carolina**. The programs of the Arts Commission reach students in the poorest districts and **exceed expected outcomes**.

Test scores and attendance are higher than expected and interest in future participation exceeds our financial capacity. **Participant perception** has been very positive. All pilot program participants have asked to increase programs with the Arts Commission. Arts in Basic Curriculum participants actively engaging in the ABC network, including biannual administrator meetings. Arts Education Projects recipients reported a high level of engagement in communities throughout South Carolina and many applicants applied for the grant for multiple years.

The ABC Institute underwent an internal review (FY20) that resulted in a restructure to the programmatic and funding models of the organization. This restructure allows the ABC Project to better fulfill its mission to provide leadership to achieve quality, comprehensive arts education for *all* students in South Carolina.

The Commission has been nimble and responsive to the COVID-19 crisis since March without sacrificing our central commitments to **increase student access to arts education, especially in poor and rural areas of South Carolina** and **support research and data analysis** to drive accountability, measure acheivement and inequity, and empower constituents to advocate for high-quality arts education. Although program implementation shifted or was delayed in a few areas from March-June, we do not see this public health crisis altering the general trend that the Arts Commission's programs are **reaching students in SC's most economically under-resourced districts and are exceeding expected outcomes**. Equity and access remain core to all programmatic shifts at the end of FY20 and into FY21, as exemplified, for example, by ABC's contribution of 30 arts education lessons to SCETV's education broadcasts this spring (lessons available to students regardless of internet access).

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

The ABC Institute has commissioned outside evaluations regularly throughout its history, including major program evaluations at the 10 and 20-year milestones. The 20-Year Evaluation found increased support for arts education at the local and state levels, including implementation of state arts standards in classrooms and uniform assessment through SCAAP. It documented the success of ABC outreach efforts and concluded that the majority of ABC sites are now in rural areas and perform at levels similar to their counterparts in metro areas. It noted a need for engagement of a broader base of stakeholders at the local site level to insure implementation of plans but found strong support among parents and teachers. It cited important strategies in project governance, grants administration, training and technical assistance, ongoing research, and advocacy.

In addition to the major milestone studies, there were annual studies from 1999 until 2009 (suspended due to budget cuts) focusing on the process of school change in ABC sites over time, the relationship between SCAAP results and standardized test scores in ELA and math, validity of program assessment instruments, and other subjects. These studies were administered by the USC Office of Program Evaluation.

Summer pilot programs are each evaluated by independent researchers to measure program engagement and effectiveness.

The Gallup Student Poll measures the engagement, hope, entrepreneurial aspiration and career and financial literacy of students in grades 5 through 12. It helps educators provide a more positive school culture and measures hope for the future, engagement with school, and other factors that have been shown to drive students' grades, achievement scores, retention and future employment. For the first time in its history, the Gallup Student Poll is now being used to look specifically at arts-rich schools across South Carolina, giving us an exciting opportunity to examine the connection between arts education and student engagement. In 2018 and 2019 South Carolina students at arts-rich schools reported higher engagement and hope than the national mean. Additionally, there is a link between the amount of time as an arts-rich school and an increase in engagement and hope. Finally, students surveyed in arts-rich schools with free/reduced lunch program participation of 75% or greater scored higher than the state and national mean.

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   _____x_____ No

 If "Yes," please describe recommendations below:

N/A

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$1,170,000	$1,170,000
General Fund	$1,116,733	$700,132
Lottery		
Fees		
Federal Funds (specify): National Endowment for the Arts	$81,240	$75,600
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	$449,257	$184,829

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	$76,553	$85,690
Contractual Services	$41	$45
Supplies & Materials	$455	$500
Fixed Charges		
Travel		$3,500
Equipment		
Employer Contributions	$31,840	$26,002
Allocations to Districts/Schools/Agencies/Entities	$2,532,539	$1,941,712
Other: Transfers		
Balance Remaining	$175,802	$73,112
TOTAL:	**$2,817,230**	**$2,130,561**
# FTES:	1	1

6. Future EIA Funding Requests – Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

    _____No increase requested.

    _____x_____ 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 2020-21	**$ 1,170,000**
Amount of increase requested in EIA funding for FY 2021-22	**$ 500,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$ 1,670,000**

    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 2021-22?

The addition of $500,000 will do two things: First, provide funds to conduct **research and data analysis** using the Arts Education Data Toolkit (developed by the Education Commission of the States and the National Endowment for the Arts). This research will serve as the foundation for the s**tate accountability recommendations for the arts**. Second, we will grow the grant making efforts through the **ABC Advancement Grant**. With a 17% average annual growth rate we are unable to fund new schools without decreasing funding for current schools. The ABC Institute recently went through a total restructure of programmatic and funding models in order to better fulfill its mission to provide leadership to achieve quality, comprehensive arts education for *all* students in South Carolina. In order to execute this restructure, we need an increase of funds.

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 $ 35,100 and would impact the program accordingly: ABC Advancement grants would be reduced proportionally.

5% Reduction in EIA funding equates to $ 58,500 and would impact the program accordingly: ABC Advancement grants would be reduced proportionally and fewer Arts Education Projects grants would be funded.

7**% Reduction** in EIA funding equates to $ 81,900 and would impact the program accordingly: ABC Advancement grants would be reduced proportionally and we would consider pausing the Arts Education Projects grant category. This would signifantly reduce our ability to support innovative arts education opportunities for students attending non-ABC certified schools across the state.

10% Reduction in EIA funding equates to $ 117,000 and would impact the program accordingly: The Arts Education Projects grant category would be eliminated. This would signifantly reduce our ability to support innovative arts education opportunities for students attending non-ABC certified schools across the state.

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.

N/A

EIA Programs Administered by 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, 2020.**
- 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	**Education Oversight Committee**	**Address**	1205 Pendleton Street Room 502 Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$1,793,242**	**FY 2021-22 EIA Funding Request**	**$1,793,242**

Program Contact	**Matthew Ferguson**	**Division/Office**	Education Oversight Committee
Contact Title	**Executive Director**	**Address**	1205 Pendleton Street Room 502 Columbia, SC 29201
Contact Phone	**803-734-6148**	**Contact E-Mail**	mferguson@eoc.sc.gov

Summary of Program: The EIA appropriation funds the operations of the Education Oversight Committee (EOC), a state agency charged with implementing the state's accountability system for K-12 education. In addition, the EOC performs other tasks directed by permanent statute or provisos including: (1) evaluation of education programs; (2) approval of schools to participate in the Exceptional Needs Children (ECENC) program; and (3) administration of the eLearning Pilot Program.

EIA Programs Administered by Partnerships/Programs/Agencies

1. **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$1,293,242	72%
Allocated to Other Entities (Please Explain) **SC Autism Society per proviso**	$500,000	28%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$1,793,242	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by 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:

Chapter 18 of Title 59 of the South Carolina Code of Laws as amended by Act 95 of 2017 requires the EOC to:
- Approve all state standards and assessments;
- Establish annual report cards for districts and schools;
- Determine indicators for overall ratings;
- Determine metrics to rate schools and rate individual indicators;
- Report annually on academic achievement of military-connected children;
- Conduct annual public awareness campaign; and
- Collaborate with Office of Revenue and Fiscal Affairs on state longitudinal data System.

Sections 59-6-10, 59-6-100 and 59-6-110 - EOC membership and duties of accountability division established.

Sections 59-28-190, 59-28-200 and 59-28-210 – EOC reports annually on results of parent survey and develops, in collaboration with the SC Department of Education parent-friendly standards documents.

Section 59-26-20(j) – EOC annually evaluates SC Teacher Loan Program

Section 12-6-3790 – EOC approves schools to participate in the Exceptional Credit for Exceptional Needs Children (ECENC) Program and issues annual report documenting academic impact of the program on students who receive grants from Exceptional SC.

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1.3. – Requires EOC to post on website 135-day ADM for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues.

1.57. and 1A.29. – EOC to conduct annual evaluation of state-funded, full-day 4K program.

1.64., 1.69., and 1A.59. – Administer SC Community Block Grants for Education Pilot Program

1A.11. - Allow EOC to collect or retain revenues from fees charged

1A.21. - Allow EOC to carry forward funds from one fiscal year to the next

1A.34. - Requires EOC to be fiscal agent for entity any entity that receives EIA funds and is not a state agency

1A.37. - Requires EOC to determine how to calculate a dropout recovery rate which is reported on school and district report cards

1A.41. and 1A.48. - Allows EOC to promote public-private partnerships

1A.46. - Directs EOC to allocate $500,000 to SC Autism Society

1A.50. - Directs EOC to recommend funding system for charter schools

1A.54. - Requires EOC to provide consultation to CERRA in implementing the Rural Teacher Recruiting Incentive Program

1A.64. - Directs EOC to allocate $500,000 to parent support initiatives and afterschool programs

1A.83. - Directs EOC to implement second year of eLearning pilot program

117.27. - Requires EOC representation on K-12 Technology Committee

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Regulation(s):

To date, the EOC has not promulgated any regulations.

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	**X**	No

If yes, please describe:

EIA Programs Administered by Partnerships/Programs/Agencies
3. Logic Model

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. 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 relevant.

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.

- **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. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. 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.

- **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.

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Document South Carolina's Progress toward State ESSA Goals	Review ESSA Plan for possible amendments	Engage stakeholders in cyclical review of accountability system; final framework anticipated December 2020	Report to policymakers on any proposed changes, especially if any state laws should be amended.	Document changes to State's ESSA Plan.
Document South Carolina's Improvement on National Assessments	Document 2019 NAEP Results

Document ACT and SAT results for 2019 graduating class | Compare 2015, 2017 and 2019 NAEP results as well as document results for past decade

Compare results for ACT & SAT | Evaluate change over time | NAEP reading and math results for 4th and 8th graders |

EIA Programs Administered by Partnerships/Programs/Agencies

Inform, Engage and Support Public in Improving Educational Outcomes	Created and launched website https://expectmoresc.com/	Documented number of users to the website.	4,979 unique users of the website in 2019-20	Document over time increases in usage of website.
	Expand definition of high-performing to include Palmetto Gold & Silver Award Winners	Number of Palmetto Gold and Silver Award Winners	2018: 232 schools 2019: 249 schools	Begin documenting changes over time in number of Palmetto Gold and Silver Award winners
	Evaluate and publish all evaluations as required by state law: 4K report - Teacher Loan Report - Parent Survey Report - Military-Connected Student Report - Annual budget and proviso recommendations - Charter School evaluation Create webinars to explain state accountability system	Track recommendations and results that impact policy to determine how many were implemented	All reports were issued as required by state law. Among the impacts: - Budget and proviso recommendations were approved in House-passed budget prior to pandemic shutdown. 4K report documented needed to increase reimbursement rates for instruction - Parent survey report has led to an overall revision	Across programs, EOC tracks implementation of policy recommendations that were implemented

			of the parent survey instrument 4. Teacher Loan Report resulted in a proviso to all revolving loan funds to be used to fund more loans 5. Charter School Report has led to formation of a committee to consider policy recommendations to update the funding formula of virtual schools to a Learning Validated Model.	

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Identify impact of remote learning on student achievement during COVID 19 school closures	Identify the innovations and obstacles that impacted student learning during period of remote learning caused by COVID-19 school closures.	The results can be used to guide sustained school improvement and data informed policy decisions.	The EOC will analyze formative assessment results to identify the impact on student learning during school closures. The EOC will also conduct a formal review of the learning environment and leadership at selected districts to identify policies, programs, etc., that contribute to improvement.	Can and are the identified innovative practices employed and being replicated

Can and are the identified obstacles being reduced or eliminated |

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Identify high-poverty schools making dramatic and sustained growth in ELA and/or math achievement	Identify the strategies employed to achieve the dramatic results at identified schools	The results can be used to guide dramatic and sustained growth in other similarly situated schools.	The EOC will analyze state assessment results, graduation rates, college/career readiness, etc., to identify schools. The EOC will then conduct a formal review of the learning environment and leadership at the school to identify policies, programs, etc., that contribute to the improvement	Can and are the practices employed at the identified schools being replicated

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- **2020 School Accountability Assessment Results are not available due to COVID-19 school closures and waiver of state and federal accountability measures.**

Fiscal Year 2020-21

- **Potential for waiver of state and federal accountability measures.**
- **Potential for revisions to accountability system following cyclical review and implications of Spring 2020 shutdown of schools.**

Fiscal Year 2021-22:

- **Potential recommendations from an Audit of Educational Governance in South Carolina that will be intitiated by the Education Oversight Committee.**

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.

EIA funds support the operation of the EOC as an agency and not a specific program. To determine the agency's impact, please refer to the agency accountability reports that are submitted to the Governor and posted online at:
https://www.admin.sc.gov/budget/agency-accountability-reports.

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' or recipients/ perceptions?

The EOC is responsible for the approval of schools to participate in the Educational Credit for Exceptional Needs Children (ECENC) Program. As of September 4, 2020 the EOC had approved 125 independent schools in good standing participating in the program in school year 2019-20. In Fiscal Year 2019-20 the EOC also reported on the educational achievement of children that received a grant in Fiscal Year 2018-19. The report is available at https://eoc.sc.gov/.

The EOC has administered the Community Block Grants for Education Pilot Program. An independent grants committee reviews applications and awards $1.0 million in funds carried forward from the full-day 4K program to schools and school districts to improve the quality of 4K programs. The EOC contracts with outside evaluators from the University of South Carolina and Clemson University to assess the impact of the grants. The results are posted online at the EOC.

Finally, the EOC administers the eLearning Pilot Program, a project that originally began with five school districts but has now scaled to include 72 school districts in 2020-21. The results of the project are posted online.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

The State Auditor reviewed the financial activity of the EOC for Fiscal Year 2018-19. Copies of the report are available at https://osa.sc.gov/wp-content/uploads/2020/03/A8519-Final.pdf.

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,793,242	1,793,242
General Fund		
Lottery	1,500,000	
Fees		
Federal Funds (specify): SCR21		151,892
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify): Transfers	6,763,406	5,263,406
Carry Forward from Prior Year	**324,266**	**643,598**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	492,095	536,384
Contractual Services	9,004,158	6,215,298
Supplies & Materials	20,579	22,500
Fixed Charges	37,014	40,000
Travel	19,314	20,000
Equipment		
Employer Contributions	164,156	180,000
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	643,598	837,956
TOTAL:	**10,380,914**	**7,852,138**
# FTES:	**7**	**7**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____**X**_____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 2020-21	$ 1,793,242
Amount of increase requested in EIA funding for FY 2021-22	$0
Amount of decrease requested in EIA funding for FY 2021-22	$0
Total amount of EIA funding requested for FY 2021-22	$ 1,793,242

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 2021-22?

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 <u>$53,797</u> and would impact the program accordingly:

> In protection of personal service salaries and related employer contributions, the EOC would absorb any reductions in the Other Operating Expense lines which results in reduced Innovative pilot programs focused on increasing student academic achievement in targeted geographic, economic and/or age related populations.

5% Reduction in EIA funding equates to <u>$89,662</u> and would impact the program accordingly:

> In protection of personal service salaries and related employer contributions, the EOC would absorb any reductions in the Other Operating Expense lines which results in reduced Innovative pilot programs focused on increasing student academic achievement in targeted geographic, economic and/or age related populations.

21

7% Reduction in EIA funding equates to $125,527 and would impact the program accordingly:

> In protection of personal service salaries and related employer contributions the EOC would absorb any reductions in the Other Operating Expense lines which results in reduced Innovative pilot programs focused on increasing student academic achievement in targeted geographic, economic and/or age related populations.

10% Reduction in EIA funding equates to $179,324 and would impact the program accordingly:

> In protection of personal service salaries and related employer contributions the EOC would absorb any reductions in the Other Operating Expense lines which results in reduced Innovative pilot programs focused on increasing student academic achievement in targeted geographic, economic and/or age related populations.

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.

FORM D – PROVISO REVISION REQUEST

NUMBER	1.63
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	SDE: South Carolina Community Block Grants for Education Pilot Program
	Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Non-recurring, unexpended EIA revenues from the Office of First Steps to School Readiness**
	Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	No
	Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	**Delete**
	Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	
	Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	Due to the expansion of the full-day 4K program in South Carolina, the EOC does not anticipate that there will be unexpended funds in the full day 4K program (Child Early Reading Development and Education Program) from the Office of First Steps in Fiscal Year 2019-20 carried forward to implement the program in Fiscal Year 2021-22. Furthermore, the best practices can be used to assist policymakers in improving the quality of 4K programs.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion

AGENCY NAME:	Education Oversight Committee	
AGENCY CODE:		SECTION:

FISCAL IMPACT	No Fiscal Impact

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	1.63. (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed, based on strong evidence of effectiveness, and have a history of improved student performance. The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to share the results of these efforts with the state's public education community. As used in this proviso: (1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials, nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty and the School Improvement Council as established in Section 59-20-60 of the 1976 Code; (2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and or Medicaid; and

AGENCY NAME:	Education Oversight Committee	
AGENCY CODE:		SECTION:

(3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to Section 59-18-900 of the 1976 Code.

The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants committee will be comprised of seven members, three members selected from the education community and four members from the business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

The criteria for awarding the grants must include, but are not limited to:

(1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

(2) a demonstrated ability to meet the match throughout the granting period;

(3) a demonstrated ability to implement the initiative or model as set forth in the application; and

(4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section 59-18-1310 of the 1976 Code.

In addition, the district or school, with input from the community advisory committee, must include:

(1) a comprehensive plan to examine delivery implementation and measure impact of the model;

(2) a report on implementation problems and successes and impact of the innovation or model; and

(3) evidence of support for the project from the school district administration when an individual school applies for a grant.

The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. However, no grant may exceed $250,000 annually unless the grants committee finds that exceptional circumstances warrant exceeding this amount.

The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share the lessons learned with the state's public education community.

For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or expand high-quality early

AGENCY NAME:	**Education Oversight Committee**	
AGENCY CODE:		**SECTION:**

childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3) improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their children's readiness.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

FORM D – PROVISO REVISION REQUEST

NUMBER	**1A.49**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	SDE-EIA: South Carolina Public Charter School Funding
	Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	
	Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	No
	Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	
	Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	The EOC has issued a report to the General Assembly recommending one or more funding systems for charter schools using such indicators as graduation rate and academic achievement data. The report was completed and submitted to the General Assembly on June 1, 2020.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion

requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	No Fiscal Impact

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $3,600 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive $3,600 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2019-20, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code,

based on an applicant's proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

In addition, from the EIA funds appropriated in and carried forward from Act 97 of 2017, the Department of Education shall distribute to the South Carolina Public Charter School District, an amount equal to $3,600 per pupil for three and four year old students with a disability, who were eligible for services under IDEA and who were enrolled in brick and mortar charter schools sponsored by the district or registered institution of higher education during the 2017-2018 School Year and for whom EIA funding previously was not provided. The district shall distribute the funds on a per pupil basis to the charter schools which provided the IDEA services and shall not retain any portion thereof. The schools shall submit documentation of the student count to both the district and the department before the funds are dispersed.

~~The Education Oversight Committee shall issue a report to the General Assembly recommending one or more funding systems for charter schools using such indicators as graduation rate and academic achievement data. At a minimum the report will break out graduation and achievement data by school. Any charter school receiving funding pursuant to this proviso must send the required information to the Education Oversight Committee by October 1 and the Education Oversight Committee shall issue its report to the General Assembly by June 1. Any school failing to report this information to the Education Oversight Committee shall have one percent of the funds received pursuant to this proviso withheld until they become compliant with the data submission requirements.~~

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	Education Oversight Committee	
AGENCY CODE:		SECTION:

FORM D – PROVISO REVISION REQUEST

NUMBER	**1A.69**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	SDE-EIA: Digital Learning Plan
	Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	
	Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	No
	Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	
	Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	The EOC has issued a report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide. The EOC proposes updating the proviso to provide additional evaluation of the impact of alternative methods of instruction on student learning.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion

requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	No Fiscal Impact

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	1A.69 (SDE-EIA: Digital Learning Plan) ~~The Education Oversight Committee is responsible for implementing the second year of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts for providing technical support to the new districts participating in the pilot program. All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include, but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up, and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and recommendations for how the program can be implemented statewide.~~

AGENCY NAME:	**Education Oversight Committee**	
AGENCY CODE:		SECTION:

By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

The Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. By December 1, 2021 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

AGENCY NAME:	Education Oversight Committee	
AGENCY CODE:		SECTION:

FORM D – PROVISO REVISION REQUEST

NUMBER	**1A.67**
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	SDE-EIA: Grants Committee
	Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	
	Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	No
	Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	**Amend**
	Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	
	Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	Update Fiscal Year. Directs for independent, external evaluations of programs. Removes Education Oversight Committee Partnerships of Innovation.
	Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion

requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	No Fiscal Impact

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	**1A.67.** (SDE-EIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants committee, in ~~Fiscal Year 2019-20~~ Fiscal Year 2020-21~~, shall give priority to funding projects funded by the Education Oversight Committee Partnerships of Innovation in the prior fiscal year while keeping with its established criteria. Additionally~~, the committee shall accept applications per the established process for new grantees not to exceed the amount appropriated by the General Assembly. The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services. The committee members shall serve four year terms. The process shall include the application procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. The chairman of the committee shall be selected by the committee members at the first meeting of the committee. The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to: (1) a demonstrated ability to meet the match throughout the granting period; (2) a demonstrated ability to implement the initiative or model as set forth in the application; (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready; (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;

(5) blended and personalized learning focused on content mastery and experiential learning; and

(6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. Grantees and service providers will be required to participate in an **independent,** external evaluation as prescribed by the committee and agreed upon in the application and award process. The committee shall submit an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by ~~June 30, 2020~~ **June 30, 2022**.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

EIA Programs Administered by Partnerships/Programs/Agencies

Program Summary			
EIA-Funded Program Name	**Science PLUS Institute**	**Address**	402 Roper Mountain Rd. Greenville, SC 29615

FY 2020-21 EIA Appropriation per Act 135 of 2020	**563,406**	**FY 2021-22 EIA Funding Request**	646,406

Program Contact	**Amy St. John**	**Division/Office**	Science PLUS Institute
Contact Title	**Coordinator**	**Address**	402 Roper Mountain Rd. Greenville, SC 29615
Contact Phone	**864-355-8916**	**Contact E-Mail**	astjohn@greenville.k12.sc.us

Summary of Program:

Professional development program for South Carolina public school science teachers. We offer grade-specific, one-subject, hands-on courses that emphasize the South Carolina Academic Standards and Performance Indicators for Science, science process skills, and inquiry-based instruction. Courses are available for all public school science teachers' grades 1st-12th.

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, 2020.**

- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$563,406	%100
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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%

EIA Programs Administered by Partnerships/Programs/Agencies

Vocational (i.e. career education, vocational equipment, etc.)	%
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: Section 59-6-10 of the South Carolina Code of Laws: Appointment of committee

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: 117.21 Organizations Receive State Appropriations Report 1A.7 Disbursement/Other Entitites

Regulation(s):

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.

X	Yes		No

If yes, please describe:

The Science PLUS Institute follows the South Carolina Academic Standards and Performance Indicators for Science. We implement these standards by providing professional development opportunities to SC public school science teachers.

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. 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 relevant.

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, **including federal or state funds as well as grants.** Common resources include human resources, financial resources, space, technology, other equipment and materials.

- **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. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. 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.

- **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.

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	**Variety of professional development programs available throughout the state**
Goal	**Provide new formats of the Science PLUS Institue to ensure there is an offering for all 1st-12th grade public school science teachers**

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Increase mini-PLUS sites	• Met with district representatives to secure site locations including Florence, Colleton, Orangeburg, Greenville, and Columbia • Held mini-PLUS in Greenville, Columbia, and Orangeburg.	Participant attendance	• 160 spots were allocated to mini-PLUS during FY20 • 111 spots were filled; 40 spots were part of canceled programming due to COVID	Application data

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	Event in Florence was canceled due to COVID school closures.			
Pilot a 2-day Institute during the Summer 2020	• Held three 2-day Institute offering during Summer 2020. Courses included Science and Engineering Practices for 3rd grade, Science and Engineering Practices for 6th-8th grade, and Physical Science for Special Education	Participant attendance	• 325 applicants applied for the 2-day courses • 14% of applicants were selected • 100% attendance recorded	Application data

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	**Availability of programming in a variety of formats**			
Goal	**Increase programming in an effort to secure and retain quality teachers**			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Development of online resource portal	• Film micro lessons on standards based topics • Pair segments with downloadable lesson plans and make them available to any SC public school science teacher	Produce and upload five new videos each quarter beginning January 2021	• 5% annual increase in viewing • Additional lessons uploaded to portal	Number of views and downloads
Provide additional programming	• Pilot New Teacher Institute • Continue and expand mini-PLUS, Afterschool/Virtual, 2-day, and Summer programming	• 10% increase in applications from those teaching 5yrs or less • Have a minimum of 90% of districts in attendance at one or multiple of our programs	Have 95% or more of districts represented at one or more of our programs in FY21.	Attendance records, PASS score review
Fiscal Year 2021-22				

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EIA Programs Administered by Partnerships/Programs/Agencies

Problem/Issue	Availability of multi-leveled programming for seasoned professionals			
Goal	Increase programming to ensure teacher quality			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Add a secondary summer Institute site	• Collaborate with districts to secure 2nd summer site. • Develop and implement multiple levels of instruction	Establishing and maintaining 90-100% attendance at secondary site	• 20% increase in applications for those who have attendend the program previously • Year 1- hold 4 courses grades 1st-5th • Year 2-add 4 additional courses grades 6th-8th	• Application data • Participant feedback on supplied content
Follow up with teachers and district science contacts to ensure PD offered is making a positive and direct impact on the students	• Follow up evaluations with districts/participants • Reviewing SC PASS scores for tested grades	Receiving feedback from districts regarding their teacher's preparedness for teaching their designated grades	• Quality of teachers going back into the classroom measured by 80% of the evaluations returning with "exceeds expectations." • 5% increase from FY20 PASS score	Evaluations from districts

			baseline for teachers who's students are either meeting or exceeding expectations after participants attendance.	
Evaluate which districts would be the best options for additional programming	• Reviewing SC PASS district data • Survey districts and participants	District responses to survey	• Movement of our fall and spring programs to areas/districts that show 80% or higher of students receiving "Does Not Meet Expectations" on SC PASS • Programmatic shifts to districts who show "high need" based on evaluations that will utilize the Likert scale.	Attendance records

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- Due to school closures from COVID-19 we were forced to cancel a spring mini-PLUS (40 participants); cancel programming and graduate credit occurring at Furman University (32 participants); and move all summer programming to virtual (287 participants). These cancellations and changes impacted the Institute from application to evaluation.

Fiscal Year 2020-21:
- As we move to expand the Institute, our primary external factor is the financial constraint. In order to continue to offer high quality professional development to all public school science teachers and thus meeting our goals we will need the financial support.
- For all of our Institute options we run into participants choosing not to attend. Top reasons for not attending include travel costs, family care, and emergencies. Open spots are offered to those on our alternates list. For Fiscal Year 20, we placed 208 alternates.
- Another continuous factor for us is storage space for the materials we purchase as part of our program. Annually, we purchase a temporary storage unit to store some of the items needed for the summer Institute. Other materials are stored in the Science PLUS Institute office.

Fiscal Year 2021-22:
- The addition of a secondary summer site will bring some logistical challenges including:
  o The hiring of master teachers near the secondary site including selection and payment through Greenville County Schools
  o Adhering to procurement and accounting regulations for purchases arriving to our work site (Roper Mountian Science Center) vs. the secondary site.

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.

- Held 31 programs during FY20 at Roper Mountain Science Center, SC State Museum, Felton Laboratory School, and Virtually
  - 4 programs to be held in Florence, SC and at Furman University were canceled due to COVID
- Received over 1300 applications throughout the fiscal year
- 97.5% of the districts applied and were selected, 95% attended
- 41 State priority teachers attended, 54 were selected.
- Survey data showed a 96% in knowledge increase across our courses
- Received exemplary feedback from our participants:
  - This is an amazing program and opportunity. The knowledge I have gained has allowed me to keep my students engaged. The supplies have allowed me to do more visually when teaching concepts.-LaRae Menoken, Charter
  - "This program helps to greatly improve my science instruction." Delores Campbell-Howard, Jasper
  - "You are went above and beyond to provide quality materials that are relevant and applicable! My students are so excited to start using them." Nicole Elvington, Marion

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    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' or recipients/ perceptions?

The Science PLUS Institute continues to grow and expand since its' founding in 1993. We've reached nearly 200K teachers, nearly 350K individual students, and have provided nearly three million dollars' worth of supplies to SC science classrooms. We continue to maintain our commitment to providing free professional development to SC public school science teachers. The Institute's long term plan continues as scheduled, modifying when necessary. We hope to continue to expand the program as requests for additional programming for new and veteran teachers sustains. We will continue connecting with districts on a monthly basis to ensure they are aware of all programming opportunities and request feedback on their programmatic needs.

We survey all participants after each program in hopes of obtaining constructive feedback. On average, over 95% of our participants rate all aspects of the Institute "likely" to "very-likely" on a likert scale.

Participant perception continues to be positive as noted by these testimonials:

- "It has been a valuable tool for me…"Donna Weldon, Florence 1

- Thank you so much for doing Science Plus. I am a great teacher because of the lessons, materials and knowledge you have given to me. My co-teachers are grateful too.-Carissa Ferrugia, Lexington 5

- I was very impressed with the provisions you made to ensure we received our training in the midst of this unpredictable pandemic. Thank you.-Kimberly Black, Clarendon 3

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   _____X_____ No

 If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:	563,406	563,406
EIA		
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**71,488**	

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	191,603	182,630
Contractual Services	681	41,000
Supplies & Materials	275,560	442,007
Fixed Charges		
Travel	3,363	4,000
Equipment		4,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	110,231	
TOTAL:	**524,662**	**673,637**
# FTES:	**2**	**2**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

> **A.** The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):
>
> _____No increase requested.
>
> _____ __X____ 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 2020-21	**$563,406**
Amount of increase requested in EIA funding for FY 2021-22	**$113,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$646,406**

> 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 2021-22?

The requested increase will be used to implement additional programming around the state, specifically targeting the corridor. The $ increase will be allocated in the following ways:

- $60,000 to hold two cohorts of the New Teacher Institute ($30,000 annually per cohort; 2 cohorts to be offered during FY2020-21)
- $48,000 for the expansion of the 2-day Institute model. These additional courses will provide an additional 100 teachers with resources.
- $5,000 for necessary stipend increases for our instructional staff

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 $16,902.18 and would impact the program accordingly:**
> <u>We would need to reduce the number of mini-PLUS Institutes offering during the school year. This impacts 40 teachers from across the state.</u>
>
> **5% Reduction in EIA funding equates to $28,170.30 and would impact the program accordingly:**
>
> <u>We would reduce the number of programs held during the fall and spring including the amount of materials going to into classrooms. This would impact over 100 teachers in both professional development opportunities and materials for their classrooms.</u>

EIA Programs Administered by Partnerships/Programs/Agencies

7% Reduction in EIA funding equates to $39,438.42 and would impact the program accordingly:

We would remove the afterschool and virtual programming and reduce the amount of materials provided for participants attending the summer Institute. Afterschool and Virtual programming occurs during the school year and impacts 100-200 teachers. The summer Institute reduction would impact an additional 300 teachers.

10% Reduction in EIA funding equates to $56,340.60 and would impact the program accordingly:
We would cut housing for summer participants, impacting 200+ teachers annually specifically those from high needs areas. In addition, we would reduce the amount of funding given to the summer Institute impacting 500+ teachers and their classrooms.

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.

Program Summary			
EIA-Funded Program Name	S²TEM Centers SC via South Carolina's Coalition for Mathematics & Science	**Address**	100 Technology Dr. Anderson, SC 29625
FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,750,000	**FY 2021-22 EIA Funding Request**	$2,000,000
Program Contact	Dr. Thomas T. Peters	**Division/Office**	South Carolina's Coalition for Mathematics & Science
Contact Title	Executive Director	**Address**	100 Technology Dr. Anderson, SC 29625
Contact Phone	864-650-7050	**Contact E-Mail**	tpeters@clemson.edu

Summary of Program:

S²TEM Centers SC is the core initiative of a statewide system of STEM education support for teachers, schools, and communities managed by South Carolina's Coalition for Mathematics & Science (SCCMS). First established as the SC Statewide Systemic Initiative by the SC General Assembly in 1993, S²TEM Centers SC has expertise in designing and implementing professional learning programs that build the capacity of teachers, schools and communities to advance learning opportunities in:

- science, technology, engineering and mathematics (STEM) content,
- world-class thinking, teamwork, and problem-solving skills
- life and career characteristics including Social Emotional Learning practices relevant to the many STEM oriented workplaces in SC

as identified in the South Carolina Council on Competitiveness Transform SC Profile of the South Carolina Graduate. (Note: SCCMS has formally endorsed the Profile.)

Additionally, SCCMS has established local, regional, and national partnership with STEM-interested and STEM-expert organizations that add resources to S²TEM Centers SC and other SCCMS managed STEM initiatives serving the state of South Carolina.

This report includes goals, strategies, outputs, outcomes, and measures associate with an interrelated family of programs managed by SCCMS in collaboration with S²TEM Centers SC.

Please note that we choose the acronym STEM, as it predates the acronym STEAM. We are cognizant of and fully engage in aligning our efforts in the traditional STEM fields with like-minded efforts in the Arts.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts for sub-contracted staff.	$231,020	13%
Retained for Midlands, and Western Regional Centers.	$236,312	14%
Allocated to Fiscal Agents of Coastal Pee Dee, Lowcountry and Upcountry Regional Centers	$1,282,668	73%
TOTAL:	$1,750,000	100%

   Of the funds "Allocated to School Districts," please denote how the funds are intended to be spent by expenditure category.

Expenditure Category for Funds Allocated to School Districts	%
Instructional Support S²TEM Centers staff sub-contracted to SCCMS	100%
TOTAL:	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: Sections 59-18-300 and Sections 59-18-310 of the South Carolina Code of Laws relate to academic standards and assessments in science and mathematics. In addition, Section 59-18-110 includes professional development as a key component of the EAA.

   Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):
   Part 1B SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA
   2019-2020 Appropriation Act **1A.40.** (SDE-EIA: **STEM Centers** SC) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

   Regulation(s): Not applicable.

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	X	No

If yes, please describe: A Board of Advisors representing STEM-interested organizations from across the state offers guidance but not governance for all SCCMS programs and services. Individual initiatives may also be guided by advisory groups. One strategic partner, Dreams Imagination Gift (DIG), is guided by a Board of Directors as it has not-for-profit status separate from SCCMS.

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. After completing the Logic Model, respond to Questions 1 and 2.

FY 2019-20	
Problem/Issue	In December of 2018, the White House Office of Science and Technology Policy (OSTP) released a 5-year strategic plan entitled: *Charting a Course for Success: America's Strategy for STEM Education.* To pursue aspirational goals focused on STEM literacy; diversity, equity and inclusion; and STEM workforce preparation, the plan sets a priority on developing and enriching strategic partnerships "within a healthy STEM ecosystem." Such ecosystems build "stronger, more informed communities, producing a more diverse workforce with the skills needed by local employers", and, "provide a more supportive network for learners to pursue varied pathways in STEM education and training throughout their lives, making technical careers more accessible to a broader and more varied group of people."
Goal	To ensure that all South Carolinians, especially those between the ages of 4 and 18, have access to a wide spectrum of enriching, individualized, and accelerated STEM learning opportunities in and out of school settings by fostering a robust, sustainable, state-wide STEM learning ecosystem.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures & Assessment Tools
Align STEM Resources	Engage EIA-funded entities and other STEM-oriented organizations in actions supporting identified Grand Challenges in SC STEM Education. NOTE: Grand Challenges are equivalent to a STEM strategic plan.	Progress is determined by engagement across the four niches of the STEM learning ecosystem (Home, School, Out of School Learning and STEM-focused Institutions).	• Number of Strategic Partners within SCCMS • Numbers of Action Partners (engaged for specific initiatives). • Number of Network Partners (advisory roles). • Community engagement.	• 3 organizations • ~30 • ~135 • ~230
Inform Learners, Leaders and Community	Provide schools and communities with current information focused on STEM issues	Progress is determined by delivery of information to a broad scope of audiences both face to face and virtually.	• Number persons reached face to face. • Participant Contact Hours. • Virtual reach.	• 3,202 • 3,655 • 689,907
Support STEM Teachers, Schools, and Others	Train educators and others to improve STEM learning with a special emphasis on SC Academic Standards	Progress is determined by the successful completion of professional learning sessions.	• Number persons reached. • Participant Contact Hours. • Participant Satisfaction.	• 2,729 • 36,677 • 96%

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

FY 2019-20			• Client Satisfaction.	• 100%
Strategies and Resources Continued	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**
Innovate with STEM Programs – Mars Maps curriculum study in Cherokee Co. & STEM Teacher Leader pilot in Kershaw Co.	Engage school and community partners to implement strategies and resources that improve teaching of STEM content.	Progress is determined by engagement and successful implementation.	• Number persons reached. • Participant Contact Hours. • Change in Practice measures.	• 40 • 454 • Yes – report available for Mars Maps study.
Create –Develop online library of computational thinking lessons and resources. Assist with Science Standards review/revision.	Engage school and community partners with tangible products that inform learning.	Progress is determined by number of products created, usage of products, and, when possible, external evaluation of product value.	• Products created • Product distribution • Vetting of existing or new products	• 10 videos & 7 lessons • Available Fall 2020 • Not Applicable.
Collaborate – Provided technical assistance to DIG, Million Women Mentors SC and other organizations.	Provide technical assistance (logistics, marketing, etc) to organizations seeking to achieve their own STEM education outcomes	Progress is determined by delivery of information/support to the collaborating organization.	• Number persons reached indirectly. • Participant Contact Hours when appropriate.	• 7,763 • Not applicable.
Research – Partnered in Clemson University NSF INCLUDES grant. (computer science)	Engage school and community partners in experiments designed to measure the impact of focused actions on student learning in STEM content.	Progress is determined by engagement, successful implementation and positive student outcomes.	• Number persons reached • Participant Contact Hours. • Change in Practice measures. • Student Learning measures.	• 6 • 130 • Preliminary data available. • Not yet available.

See 2019-20 EOC Data Summary for full details.

In addition, SCCMS addressed South Carolina's Grand Challenges in STEM Education by:
- Expanding STEM Education Week to STEM Education Month including Growing in STEM Grant awards to five schools.
- Partnering with SC Future Minds and Comporium to recognize South Carolina's second STEM Educator of the Year.
- Partnering with AdvancED/Cognia SC to promote STEM school certification.
- Partnering with STEMx, J. Marion Sims Foundation and Chester Healthcare Foundation to host a convening on Rural STEM education along the I77 corridor.
- Developing a comprehensive STEM plan with the Kershaw Co. School District.

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

FY 2020-21	
Problem/Issue	In December of 2018, the White House Office of Science and Technology Policy (OSTP) released a 5-year strategic plan entitled: *Charting a Course for Success: America's Strategy for STEM Education.* To pursue aspirational goals focused on STEM literacy; diversity, equity and inclusion; and STEM workforce preparation, the plan sets a priority on developing and enriching strategic partnerships "within a healthy STEM ecosystem." Such ecosystems build "stronger, more informed communities, producing a more diverse workforce with the skills needed by local employers", and, "provide a more supportive network for learners to pursue varied pathways in STEM education and training throughout their lives, making technical careers more accessible to a broader and more varied group of people."
Goal	To ensure that all South Carolinians, especially those between the ages of 4 and 18, have access to a wide spectrum of enriching, individualized, and accelerated STEM learning opportunities in and out of school settings by fostering a robust, sustainable, state-wide STEM learning ecosystem.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools – July-Aug. 2020
Align STEM Resources	Engage EIA-funded entities and other STEM oriented organizations in actions supporting the Grand Challenges in SC STEM Education.	Progress is determined by engagement across the four niches of the STEM learning ecosystem (Home, School, Out of School Learning and STEM-focused Institutions).	Number of Strategic Partners within SCCMS Numbers of Action Partners (engaged for specific initiatives). Number of Network Partners (serve in advisory roles). Community engagement.	• 2 organizations • TBD • TBD • TBD
Inform Learners, Leaders and Community	Provide schools and communities with current information related to STEM economic and workforce development.	Progress is determined by delivery of information to a broad scope of audiences both face to face and virtually.	Number persons reached face to face. Participant Contact Hours. Virtual reach.	• 0 • 0 • 60,027
Support STEM Teachers, Schools, and Others	Train educators and others to improve STEM learning	Progress is determined by the successful completion of professional learning sessions.	Number persons reached. Participant Contact Hours. Participant Satisfaction.	• 546 • 2414 • Not available

FY 2020-21	with a special emphasis on SC Academic Standards		Client Satisfaction.	• Not available
Strategies and Resources Continued	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools – July-Aug. 2020**
Innovate with STEM Programs – Implementing STEM Teacher Leader Pilot in Kershaw Co.	Engage school and community partners to implement strategies and resources that improve teaching of STEM content.	Progress is determined by engagement and successful implementation.	• Number persons reached. • Participant Contact Hours. • Change in Practice measures.	• 30 • 320 • TBD
Create - Transition our signature professional learning offerings from face-to-face to blended and remote learning.	Engage school and community partners with tangible products that inform learning.	Progress is determined by number of products created, usage of products, and, when possible, external evaluation of product value.	• Staff Hours • Products created • Products distributed	• 231 • TBD • TBD
Collaborate – We are providing technical assistance to DIG, Million Women Mentors SC, SC Dept. of Education and other organizations.	Provide technical assistance (logistics, marketing, etc) to organizations seeking to achieve their own STEM education outcomes	Progress is determined by delivery of information/support to the collaborating organization.	• Number persons reached indirectly. • Participant Contact Hours when appropriate.	• TBD • TBD
Research STEM Teaching and Learning – U.S. Dept of Education (EIR) grant with Smithsonian Science Education Center.	Engage school and community partners in experiments designed to measure the impact of focused actions on student learning in STEM	Progress is determined by engagement, successful implementation and positive student outcomes.	• Number persons reached • Participant Contact Hours. • Change in Practice measures. • Student Learning measures.	**This program is on hold until early 2021 because of pandemic disruption of school schedules and attendance.**

See 2020-21 EOC Data Summary for full details on measures for July 1 thru August 31, 2020.

In addition, SCCMS is addressing South Carolina's Grand Challenges in STEM Education by:
- Committing staff to the SC Dept. of Education's Science standards writing team.
- Partnering with SEL4SC and identifying strategies for supporting Social Emotional Learning embedded in mathematics and science instruction.
- Partnering with SC Council on Competitiveness to continue the STEM Educator of the Year program.
- Enhancing our capacity to support early childhood (PK-3rd) STEM learning.
- Expanding our application of Cognitive Coaching to broader audiences.

FY 2021-22	
Problem/Issue	In December of 2018, the White House Office of Science and Technology Policy (OSTP) released a 5-year strategic plan entitled: *Charting a Course for Success: America's Strategy for STEM Education.* **NOTE: The Office of Science and Technology Policy has recently requested feedback related to the implementation of the Federal STEM Education Strategic Plan including digital resources, strategic partnerships, computational literacy, transdisciplinary learning, and more. The feedback period closes on October 19, 2020. We will monitor this process such that we can address new problems/issues that might be identified.**
Goal	To ensure that all South Carolinians, especially those between the ages of 4 and 18, have access to a wide spectrum of enriching, individualized, and accelerated STEM learning opportunities in and out of school settings by fostering a robust, sustainable state-wide STEM learning ecosystem.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Align STEM Resources	Engage EIA-funded entities and other STEM oriented organizations in actions supporting the Grand Challenges in SC STEM Education.	Progress is determined by engagement across the four niches of the STEM learning ecosystem (Home, School, Out of School Learning and STEM-focused Institutions).	TBD TBD TBD TBD	TBD TBD TBD TBD
Inform Learners, Leaders and Community	Provide schools and communities with current information related to STEM economic and workforce development.	Progress is determined by delivery of information to a broad scope of audiences both face to face and virtually.	TBD TBD TBD	TBD TBD TBD
Support STEM Teachers, Schools, and Others	Train educators and others to improve STEM teaching with a special emphasis on SC Academic Standards	Progress is determined by the successful completion of professional learning sessions.	TBD TBD TBD TBD	TBD TBD TBD TBD

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

FY 2021-22				
Strategies and Resources Continued	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**
Innovate with STEM Programs - Continue STEM Teacher Leader Pilot in Kershaw Co.	Engage school and community partners to implement strategies and resources that improve teaching of STEM content.	Progress is determined by engagement and successful implementation.	• Number persons reached. • Participant Contact Hours. • Change in Practice measures.	• TBD • TBD • TBD
Create - TBD	Engage school and community partners with tangible products that inform learning.	Progress is determined by number of products created, usage of products, and, when possible, external evaluation of product value.	• TBD • TBD • TBD	• TBD • TBD • TBD
Collaborate – TBD	Provide technical assistance (logistics, marketing, etc) to organizations seeking to achieve their own STEM education outcomes	Progress is determined by delivery of information/support to the collaborating organization.	• TBD • TBD	• TBD • TBD
Research STEM Teaching and Learning – Continue U.S. Dept of Education (EIR) grant with Smithsonian Science Education Center.	Engage school and community partners in experiments designed to measure the impact of focused actions on student learning of STEM content.	Progress is determined by engagement, successful implementation and positive student outcomes.	• Number persons reached • Participant Contact Hours. • Change in Practice measures. • Student Learning measures.	• TBD • TBD • TBD • TBD

NOTE: In response to the COVID-19 pandemic and its impact on STEM education in SC and beyond, SCCMS has begun a restructuring process to take effect in 2021-22. We anticipate that we will continue to address grand challenges in South Carolina STEM Education, though these may be different than challenges identified in 2017. Beyond continuing with initiatives to which we are already committed, we are reexamining our entire scope of work such that we will be better positioned to meet the face-to-face, hybrid and virtual instructional needs of our state's schools along with implementing new Academic Standards for Science.

Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. A bulleted format is encouraged.

SCCMS strategies and activities are guided by extensive bodies of research and our own expertise derived from nearly 25 years of action in systemic reform of STEM education. Our research base is available on-line in the following places:

- Our Theory of Action

- Our Innovation Configuration Maps

- Our Disciplinary Literacy and Computational Thinking research

Note that our Theory of Action and Innovation Configuration Maps have been vetted by STEMx, a multi-state STEM network that provides an accessible platform to share, analyze and disseminate quality STEM education tools to transform education, expand the number of STEM teachers, increase student achievement in STEM and grow tomorrow's innovators.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- Science on the Move – Departure of the program manager halted revision of this program. Staff completed existing 2019-20 program obligations. However, the COVID-19 pandemic has caused us to place this program on hiatus.
- iMAGINE STEAM Festivals – The COVID-19 pandemic caused cancellation of all festivals (Greenville, Greenwood, Rock Hill and Williston). The future of festivals is uncertain at this time.
- STEM Education Day at the State Capitol – The COVID-19 pandemic caused cancellation of this event. Associated grant awards and announcement of STEM Educator of the Year took place virtually. We intend to host a face-to-face STEM Education Day at the State Capitol on March 17, 2021.
- Upstate STEM Collaborative - Departure of the program manager halted revision of this program. The COVID-19 pandemic and ensuing hiring freeze at Clemson University has caused us to place this program on hiatus.
- Professional learning – The COVID-19 pandemic caused deferrals $81,487 of contracted professional learning for schools and districts across South Carolina.
- Organizational operations -The COVID-19 pandemic shifted all organizational planning from face-to-face to on-line meetings.
- Staff – No staff have tested positive for COVID-19 to date.

Fiscal Year 2020-21:

- Midlands Regional S^{2}TEM Center – In response to the departure of the regional coordinator and hiring freeze at Clemson University along with other COVID-19 impacts, we are developing a restructuring plan to be implemented no later than Fiscal Year 2021-22.
- The Office of Science and Technology Policy has recently requested feedback related to the implementation of the Federal STEM Education Strategic Plan including digital resources, strategic partnerships, computational literacy, transdisciplinary learning, and more. The feedback period closes on October 19, 2020. We will monitor this process such that we can address new problems/issues that might be identified.
- STEM Educator of the Year -With the disbanding of SC Future Minds, partnership for this program has moved to the SC Council on Competitiveness.
- Staff reductions – Along with the loss of three, full-time staff, a part-time staff member has been moved to hourly work.
- Mandatory furloughs issued by Clemson University - Available staff time will be reduced by 14 days between September 1 and December 31, 2020.
- Continued uncertainty in school operations and funding at all levels – We expect considerable reductions in funding from contract work, and corporate/foundation gifts. Funding certainty from the State of South Carolina would be greatly appreciated.
- Wildly Important Goals – We will not meet our goals to increase maintenance and over all revenues. These will need to be reassessed in light of the economic impacts of the COVID-19 pandemic. We have met and exceeded our goal to increase social media reach
- Staff – No staff have tested positive for COVID-19 so far.

Fiscal Year 2021-22:

- In response to the COVID-19 pandemic and its impact on STEM education in SC and beyond, SCCMS has begun a restructuring process to take effect in 2021-22. We anticipate that we will continue to address grand challenges in South Carolina STEM Education, though these may be different than challenges identified in 2017. Beyond continuing with initiatives to which we are already committed, we are reexamining our entire scope of work such that we will be better positioned to meet the face-to-face, hybrid and virtual instructional needs of our state's schools along with implementing new Academic Standards for Science.
- We expect continued uncertainty in school operations and funding at all levels.
- Staff reductions – We do not anticipate being able to replace the three, full-time staff already lost. Additionally, we may need to make further reductions. Fewer staff will reduce our ability to make broad, ecosystem wide impacts.

SCCMS has established three long term Priority Goals as a **STEM Learning Ecosystems Community of Practice** partner. These are:

Priority One: alignment of effort across our state to enhance the effectiveness (access and equity) of our STEM Learning Ecosystem with particular focus on our identified Grand Challenges. To do this requires broader development of a coherent vision of STEM that is strong, inclusive and engages diverse learning ecosystems.

Priority Two: commitment to a long-term, iterative process by which we take on the task of building ways to measure how well the ecosystem is serving students (in formal settings), children and youth (in informal settings) and educators in any setting. To do this requires moving beyond primitive and proxy measures of STEM learning toward measures more in keeping with the vision for success identified in the Profile for a South Carolina Graduate developed by Transform SC.

Priority Three: to codify processes and procedures and solidify the infrastructure and status of SCCMS such that it will survive and thrive a change in leadership.

Additionally, we have set out to meet three challenges by 2021 as part of our commitment to the **100Kin10 network**. They are:

- To engage 100,000 community members in activities that increase awareness of the importance of science, technology, and engineering skills in the current and future job market

- To provide opportunities for 1,000 PK-12 STEM teachers to collaborate with STEM experts

- To engage 100 key thought and action leaders in activities that increase perception of PK-12 STEM teaching as a STEM job

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.

Standard Evaluation Measures Matrix						
	Participants /Contact Hours	Satisfaction Survey	Change in Practice	Student Achievement	Resources Produced/ Usage	External Evaluation
Inform						
Support						
Innovate						
Research						
Create						
Collaborate						
Align						
Key	Yes	Maybe	No			

See measures from 2019/20 and initial measures from 2020/21 in Logic Models above.

   B. Implementation
      Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected.

- Has the program shifted or deviated from the original program plan?

   We began our service to the state in 1993 as a National Science Foundation funded entity within the SC Department of Education. Our purpose was to improve mathematics and science teaching by spreading best practices to schools across the state. While our funding sources and connection to state agencies have changed, our attention to purpose has not. We have stayed attuned to dialog that has brought greater attention to how children learn, to connections between educational opportunities throughout a community and meaningful careers, and to the artful interaction of technology, engineering and the arts with mathematics and science. This ongoing dialog about purpose has expanded our focus considerably. We now take an ecosystems approach to STEM education. While the core mission of our S²TEM Centers SC initiative remains supporting teachers and schools, the Coalition, through its expanded family of partner organizations has actively engaged STEM education stakeholders of all sorts.

- Are services or activities going as planned?

   The well-rounded portfolio of services developed over the past several years is in jeopardy. The initial impact of the pandemic has resulted in a loss of staff and resources that cannot currently be replaced. That said, we continue to push forward with our Grand Challenges in SC STEM focus on

STEM teacher recruitment and retention through advancing the value and perception of STEM Teaching. Key to meeting this challenge is our STEM Teacher Leader pilot in Kershaw Co.

Additionally, the U.S. Department of Education's Education Innovation and Research (EIR) funded, Smithsonian Science Education Center Early-phase proposal, *Smithsonian Science for the Classroom: Improving Student Achievement Across State Borders and State Standards* research has hit multiple pandemic induced snags. The intention remains that over the 5-year grant period, more than 12,500 students across North and South Carolina will gain access to world class STEM instruction. Alterations to instructional schedules in response to the pandemic have added difficulty to recruiting and retaining school participation.

- Is the program reaching the intended target population or the intended number of participants?

As a state assisted entity, we see it as our obligation to reach our target populations both broadly and with depth. In 2019-20, we served individuals from a total of 224 schools, district offices, higher education institutions, and community organizations located in 40 counties with support, innovate and research activities. (See Service Maps in 2019-20 EOC Data Summary). Unfortunately, the COVID-19 pandemic severely restricted our reach to the broader community of parents and children in the out-of-school learning space with the exception of our partnership with Dreams Imagination Gift (DIG).

- Is it leading to expected outcomes?

There is broad agreement about the value of STEM ecosystems as defined in the December, 2018, White House Office of Science and Technology Policy (OSTP) 5-year strategic plan entitled: *Charting a Course for Success: America's Strategy for STEM Education.* It is generally agreed that they build "stronger, more informed communities, producing a more diverse workforce with the skills needed by local employers", and, "provide a more supportive network for learners to pursue varied pathways in STEM education and training throughout their lives, making technical careers more accessible to a broader and more varied group of people." There is far less agreement as to ways to measure these intended outcomes at this scale. This measurement challenge is being addressed nationally by the STEM Learning Ecosystems Community of Practice of which SCCMS is a member organization.

- How do participants or recipients perceive the services, benefits, activities of the program?
Participant responses to S^{2}TEM Centers SC program surveys remained strong. (See Participant and Client Satisfaction Survey results and quotes in 2019-20 EOC Data Summary.)

C. External Evaluation
Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations?

In June of 2019, SCCMS submitted an application for inclusion as a partner in the 100Kin10 network which unites the nation's top academic institutions, nonprofits, foundations, companies, and government agencies to train and retain 100,000 excellent STEM teachers by 2021, while addressing

the underlying reasons why it is so hard to get and keep great teachers, especially in STEM. Our application, which included information about our mission, expertise, funding, collaborations and STEM challenges was reviewed by national experts and SCCMS was accepted into the network in August of 2019.

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?

_____X_____ No

5. Program Budget – **Please note that the Office of Finance will submit the following information to the EOC.** For FY2020-21, <u>assume that the continuing resolution is in effect*</u>.

Funding Sources	2019-2020 Actual	2020-2021 Estimated
State Funds:		
EIA	$1,750,000	$1,750,000*
General Fund		
Lottery		
Federal Funds (specify):		
Other Sources:		
Fees	$295,949	$250,000
Grant	$16,323	$15,000
Contributions	$880	$750
Non-profit (Foundation, etc.)	$233,150	$150,000
Other (specify):		
Total Revenue:	**$3,194,201**	**$2,830,290**
Carry Forward from prior year	$897,899	$664,540
Encumbered Carry Forward*	$478,998	$384,801
Unencumbered Carry Forward	**$426,901**	**$279,739**

NOTE: Securing our infrastructure of staff and general operations to begin a fiscal year requires funds in addition to the current allocation of $1,750,000 in EIA funds. The majority of these Carry Forward funds are encumbered to infrastructure and specific initiatives identified by other funders. The unencumbered Carry Forward gives us some flexibility to respond to unforseen needs and some cushion against an unanticipated loss of revenue necessary.

*First quarter funds have not been released as of submission of this report. This hopefully temporary loss of $437,500 is not accounted for in submitted Program Budget.

Expenditures	2019-20 Actual	2020-2021 Estimated
Personnel Service	$751,676	$635,580
Contractual Services	$1,600,288	$1,536,518
Supplies & Materials	$42,673	$40,000
Fixed Charges	$27,946	$25,000
Travel (CU)	$36,311	$20,000
(contractors)	$33,773	$25,000
Equipment	$5,793	$5,000
Employer Contributions		
Allocations to		
Other:		
Miscellaneous Participant Costs	$31,200	$30,000
Total Expenditures:	**$2,529,660**	**$2,317,098**
Net Change	**$233,358**	**$151,348**
Balance Remaining	$664,540	$513,192
Encumbered Balance	$384,801	$410,000
Unencumbered Balance Remaining	**$279,739**	**$103,192**
# FTES:	**26.1**	**22.8**

6. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be:

_____X_____ An increase 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 2020-21	$1,750.000
Amount of increase requested in EIA funding for FY 2021-22	$250,000
Total amount of EIA funding requested for FY 2021-22	$2,000,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase is authorized in Fiscal Year 2021-22?

In anticipation of long term economic impact from COVID-19, we have reduced our operating expenses by over $210,000 from 2019-20 to 2020-21. We have already reduced "bricks and mortar" costs by approving telecommuting for all staff and occupying in-kind space whenever possible. Additionally, we have placed revenue-negative programs on hiatus, and have not replaced three, full-time STEM-expert staff who have recently resigned their positions. Our estimated expenditures for initiatives focused on

serving teachers and schools and serving as our state's lead advocacy organization for STEM Education still exceed our EIA allocation by $567,000.

We remain committed to providing teachers and schools with custom designed professional learning experiences that meet their ever evolving needs rather than "canned" programs offered by the many for-profit entities that peddle their wares to South Carolina Schools.

Additionally, we remain committed to highlighting the many positive stories of STEM education success in our state's schools through STEM Educator of the Year, STEM Education Month, STEM Education Day at the State Capitol, Growing in STEM Grants and more.

We have also been developing a STEM Teacher Leader pilot with the Kershaw Co. School District that shows great promise for expansion.

An additional $250,000 would allow us to focus less on generating revenue from other sources and more on implementing programs serving STEM educators who are still adjusting to significant impact on teaching and learning wrought by the pandemic.

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.

As common to many service-oriented organizations, salaries and fringe benefits account for over 90% (91.66) of our operating expenditures. Given reductions in expenditures we have already made most any reduction in EIA funds will result in further reductions in staff and/or staff compensation. We have minimized impact on our ability to provide services to school and district clients by pausing initiatives that focus on broader community engagement. However, further increases in fringe benefits costs coupled with decreases in EIA funding would most likely lead to releasing staff with STEM education expertise who directly support teachers and schools.

3% Reduction in EIA funding equates to $52,500 and would impact the program accordingly:
Release one of two remaining administrative staff <u>or</u> apply a 2.5% or more salary reduction to all staff.

5% Reduction in EIA funding equates to $87,500 and would impact the program accordingly:
Release one of two remaining administrative staff <u>and</u> apply a 1.5% or more salary reduction to all staff.

7% Reduction in EIA funding equates to $122,500 and would impact the program accordingly:
Release one STEM education specialist <u>and</u> apply a 1.5% or more salary reduction to all remaining staff.

10% Reduction in EIA funding equates to $175,000 and would impact the program accordingly:
Release one of two remaining administrative staff <u>and</u> one STEM education specialist <u>and</u> apply a 1.5% salary or more reduction to all remaining staff.

*First quarter funds have not been released as of submission of this report. This hopfully temporary loss of $437,500 is not accounted for in response to the program impace statements above.

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	**1A.40.** (SDE-EIA: STEM Centers SC)

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	The 2019-2020 Appropriation Act title is **STEM Centers SC**. We request a change to: **South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)**.

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	This request is directly related to our budget request submitted to the EOC for FY 2020-21

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	Amend

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	The language of the existing proviso reads: *All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.* As written, the proviso encourages involvement with other EIA funded entities. While we agree with this directive, it is limiting and not descriptive of the full body of partnerships and collaborations necessary for growing and sustaining South Carolina's STEM education ecosystem.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	No additional impact.

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

PROPOSED PROVISO TEXT	**South Carolina's Coalition for Mathematics & Science through its S2TEM Centers SC network aligns statewide science, technology, engineering and mathematics (STEM) education efforts by exchanging information and promoting collaborative planning with** ~~all~~ EIA-funded entities **and other non-profit entities** that provide professional development and ~~science~~ **STEM** programming to **families, communities**, teachers and students**. These entities, along with business/industry and relevant government agencies** should be included in the state's science, technology, engineering and mathematics education strategic plan**ning process**.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program for Fiscal Year 2021-22
South Carolina's Coalition for Mathematics & Science
(S^{2}TEM Centers SC)

Addendum

2019-20 EOC Data Summary
Including July – August 2020

2019-20 Revenue By Program
Including July – August 2020

Statements of Support

Introduction

South Carolina's Coalition for Mathematics & Science (SCCMS) is an alliance of partnering organizations and initiatives working together everywhere that STEM matters to address STEM education challenges in our State through partnerships, advocacy and public engagement.

Our 2019-2020 activities included;

Align Activities

Align activities engage EIA (Education Improvement Act) funded entities and other STEM-oriented organizations in actions supporting the Grand Challenges.

Grand Challenges in South Carolina include:

1. Engage individuals and organizations in advocating for quality STEM education.
2. Build awareness of the value of STEM education and career opportunities across the community.
3. Expand educators' STEM content knowledge and career awareness through professional learning experiences that engage SC's STEM business/industry experts.
4. Build leadership capacity of STEM educators, including school & district administrators, both in schools and across the community.
5. Recruit and retain STEM educators through financial and other incentives.

Impact of Align Activities:

Events where SCCMS organizations or strategic partners served as creators or organizers. Engaged **230** statewide:
- SC STEM Educator of Year (150)
- Growing in SC: The Future of STEAM is Here Classroom Grants (80)

Due to Covid-19 these events, expected to draw over 25,000 individuals (based on previous year's attendance) from our communities, were cancelled.
- DIG STEM Festival, Williston
- iMAGINE STEAM Festival Lakelands, Greenwood
- iMAGINE STEAM Festival Catawba, Rock Hill
- iMAGINE STEAM Festival Upstate, Greenville
- STEM Education Day at the State Capitol, Columbia

During 2019-2020 we engaged **134** individuals in an advisory capacity.

> **Network partners,** organizations and individuals who serve in an advisory or key communicator role include;

- SCCMS Board and friends of the board (70)

> **Strategic partners** with whom we have a formal relationship include;

- Upstate STEM Collaborative (12)
- Dreams, Imagination, and Gifts (D.I.G.) (8)

> **Action Partners,** those organizations and individuals with which we engage to serve communities with specific events or initiatives include;

- iMPACT Board Upstate (9)
- iMAGINE Lakelands Planning Team and Advisory Board (14)
- STEAM Tech Teams (5)
- Million Mentor Women (16)

Other events that engaged **115** individuals in our work include;

- SCCMS Board Meetings (Fall) (16 non-board) – *Spartanburg*
- Upstate Collaborative Community Meeting (12)
- Grand Challenges in SC STEM Task Force (19)
- Rural STEM Convening, Richburg (56)

Align / Community Engagement Activities

230 - *engaged through SCCMS organizations and strategic partner events. (indirect)*

134 - *engaged in an advisory capacity. (direct)*

115 -*engaged through meetings and other events. (direct)*

*NOTE: Events, expected to draw over **25,000** individuals from our communities, were cancelled due to the pandemic.*

Collaborate Activities

Provide technical assistance (logistics, marketing, etc.) to organizations seeking to achieve their own STEM education outcomes.

During 2019-2020 we supported the following activities through our presence on planning committees, judging science fairs and support of events that reached over **7,500**:

- STEM Expo for Counselors, Greenwood (43)
- NESS Fest, Greenville (20)
- Pecan Festival STEM Zone, Florence (1,500)
- Sumter eSTEAM Festival, Sumter (6,000)

Inform Activities

Inform activities provide students, schools and communities with current information or experiences focused on STEM as related to economic and workforce development.

During 2019-2020, in-person inform activities with adults included:

1. Presented **46** hours of inform sessions at conferences and events to **1,960** participants for a total of **1,906** service hours delivered. In total, over **50** presentations. Events included;

   - NSTA STEM Forum and Expo, San Francisco
   - PA STEMathon, Lancaster, PA
   - US Play Coalition, Conference on the Value of Play - Online
   - Cognia Connect Conference, Columbia
   - KCSD Presents: STEAM, Kershaw
   - Math & Science Teacher Support, Florence
   - National Catholic Education Association Virtual Conference
   - SC Science Council (SC2), Columbia
   - South Carolina Council for Teachers of Mathematics (SCCTM) Fall Conference, Greenville
   - Upstate Technology Conference - Summer of Tech 2020 – Online
   - Virtual Teacher Chats for SC Educators

2. Booth staff at **2** events, reaching **178** attendees.

3. Participated in community networking events and meetings, reaching **226** individuals, events included:
   - American Association of University Women (AAUW) SC Chapter State Meeting, Beaufort
   - Charleston County Parks - Old Towne Site Steering Committee
   - ECPI Business Education, Charleston
   - Upstate Children's Museum Teacher Night, Greenville
   - Western Piedmont Educational Consortium
   - Western Piedmont Educational Consortium Principal Day

4. Engaged approximately **850** students and youth in STEM related activities and informational sessions at events such as:
   - Astronaut Camp Powered by STEAM, Newberry
   - Conway Elementary School STEM Day, Conway
   - Countdown to Kindergarten, Greenville
   - Easley High STEAM Night, Easley
   - Girls Auto Soar — USCSC
   - Pecan Festival STEM Zone, Florence
   - Roper Mountain STEM Fest, Greenville
   - Sumter eSTEAM Festival, Sumter
   - Trunk or Treat, Greer
   - Walhalla STEAM Night, Walhalla
   - Walker-Gamble Elementary School STEM Career Day, New Zion

Inform	# Reached	Contact Hours
Presentations (50)	1960	1906
Booth (2)	178	25
Participated in Community Meetings/Networking Events (6)	226	13
Student/Youth STEM Activities & Info Sessions	838	1,711

Inform Activities (Face-to-Face)

2,364 *adults participated in* **1,944 hours** *of face to face inform activities.*

838 students/youth *participated in over* **1,711 hours** *of face-to-face inform activities.*

Virtual inform Activities

Virtual Inform activities provide student, schools, and communities with current information focused on STEM as related to economic and workforce development *through social media channels* – website, Facebook, Twitter, Newsletters, Blogs, etc.

Virtual activities included:

- Added content and resources to websites, reaching:

	2019-2020	July/Aug 2020
4-H Science on the Move	885	39
D.I.G.	18,070	na
iMAGINE Lakelands, Greenwood	14,316	na
iMAGINE Catawba, Rock Hill	6,745	na
iMAGINE Upstate	15,264	na
iMAGINE	609	3,222
Next Steps Institute	621	44
SCCMS	2,925	277
S^{2}TEM Centers SC	15,230	1,522
STEM Linx	2,625	335
Upstate Collaborative	1,264	99
Total	**78,554**	**5,538**

- Added information and opportunities to Facebook pages, reaching:

	2019-2020	July/Aug 2020
4-H Science on the Move	7,651	NA
D.I.G .	68,867	NA
iMAGINE Lakelands, Greenwood	14,316	1,137
iMAGINE Catawba, Rock Hill	90,151	449
iMAGINE Upstate	77,556	3,363
SCCMS	4,751	62
S^{2}TEM Centers SC	69,445	12,570
STEM Linx	3,653	0
Upstate Collaborative	3,349	150
Total	**339,739**	**17,731**

- Posted information and opportunities to Instagram, reaching:

	2019-2020	July/Aug 2020
iMAGINE Catawba, Rock Hill	1,721	0
iMAGINE Upstate	15,264	732
D.I.G.	18,955	848
Total	**35,940**	**1,580**

- Posted information and opportunities to Twitter, reaching:

	2019-2020	July/Aug 2020
D.I.G.	4,633	NA
iMAGINE Catawba, Rock Hill	6,745	82
iMAGINE Upstate	16,488	1,031
Upstate STEM Collaborative	14,312	774
SCCMS	39,562	826
S^{2}TEM Centers SC	150,252	28,651
Total	**231,992**	**31,364**

- Posted information and opportunities to LinkedIn, reaching:

	2019-2020	July/Aug 2020
Upstate STEM Collaborative	53	0

- Virtual Presentations:

	2019-2020	July/Aug 2020
Clemson University - Master Gardeners		13
Countdown to Kindergarten		20
Creating Breakouts for e-Learning Info Session		18

- Authored and produced the STEM Insights newsletter, a monthly publication geared toward providing educators impactful content on STEM related issues. Produced 12 issues to **2,031** subscribers. (**August 2020 – 2,136**)

- Authored the S²TEM Centers SC Blog, a regular series aimed at provoking thought and conversation regarding STEM related content and issues. Total of **168** reads.

- Pinned information and resource sites to Pinterest. Total reach of **10,430 (July/August 2020 – 1,627)**. Total reach is defined by the number of people who saw our pins. 84 followers.

Virtual Inform Activities

698,907 *reached with content through social and electronic media, an average of 58k per month.*

60,027 reached July/August 2020

Create Activities

Create activities are those activities that engage school and community partners with tangible products that inform learning.

Create activities included;

- Serving on the SC Department of Education's Science Standards Review Teams

- S²TEM Centers SC Education Specialists invested 64 hours working on teams to review the SC Science Standards

- iSTEM CS Lesson and Video Development

- S²TEM Centers SC Education Specialists invested **670** hours researching, writing and editing STEM lessons and videos that incorporate computational thinking. All are designed to serve as supplemental teacher resources and will be posted to the S²TEM Centers SC website as a free downloadable resource.

S²TEM Centers SC staff invested **734** hours *Create Activities*

231 *hours Create Activities July/August 2020*

Support Activities

Support activities include training educators and others to improve STEM teaching <u>and</u> learning with a special emphasis on South Carolina Academic Standards. Staff developed and delivered customized professional development in mathematics, science, and engineering as well as Cognitive Coaching to educators <u>and</u> students in schools, districts and afterschool, organizations.

Support Activities
13,507 hours *of professional development was delivered to* ***1,305 educators.***
23,170 hours *of STEM support was delivered to* ***1,424 students.***
NOTE: 43 days of 2019-2020 support work were postponed due to the pandemic.
2,400 *hours of professional development were delivered to* ***539*** *educators in July/August 2020*
14 *hours of STEM support were delivered to* ***7*** *students in July/August 2020*

Innovate Activities

Innovate activities engage school and community partners in pilot efforts to implement strategies and resources that improve teaching in STEM content areas.

Mars Map Curriculum

An innovation program funded by a grant from the Buzz Aldrin Foundation to answer the question – if implemented as part of a systemic STEM education effort consistent with the STEM Theory of Action, the ShareSpace Foundation's Mars Map Curriculum promotes teacher use of effective instructional strategies and positive student learning outcomes aligned with SC Academic Standards for Science and other subject areas.

17 participants, 296 hours

District-Wide Teacher Leader Pilot

The goal of this 3-year innovation program with Kershaw County School district is to create leadership capacity of STEM educators, including school & district administrators, both in schools and across the community. The program seeks to answer the questions – what effect does professional development focused on STEM teaching and learning have on the instructional practices of teachers? And, how might instructional innovation in STEM teaching and learning be sustained and scaled to develop a cadre of STEM leaders and learners?

23 participants, 158 hours

Innovate Activities
40 *educators received* ***454*** *hours of professional development.*
NOTE: 15 days of 2019-2020 innovate work were postponed due to the pandemic.
30 educators received 320 hours of professional development in July/August 2020.

Research Activities

Research activities engage school and community partners in experiments designed to measure the impact of focused actions in STEM learning.

<u>Clemson CRōCS Grant – Teacher Support</u>

Preparing and supporting teachers to teach culturally responsive computer science courses in South Carolina High Schools.

6 participants, 130 hours

<u>Smithsonian Science Resources Center US Dept. of Education EIR Grant – Teacher Support</u>

Preparing and supporting elementary teachers to implement standards-based science curricula.

Initial training if SCCMS/S^{2}TEM Centers SC staff in May of 2020 and teacher training in Fall of 2020 postponed due to the pandemic.

Research Activities
***130** hours of professional development were delivered to **6** CRōCS participants.*

Overall Reach in 2019-20

Schools and Organizations of Participants Served Included:

- 239 SC Public Schools, 13 District Office - Representing 48 School Districts, across 40 counties
- 14 Private Schools
- 10 Community/Afterschool Outreach Programs
- 1 Institution of Higher Ed
- 2 North Carolina Schools

Individuals from a total of **224** schools, district offices, higher education institutions and community organizations located the following counties were served with support, innovate and research activities:
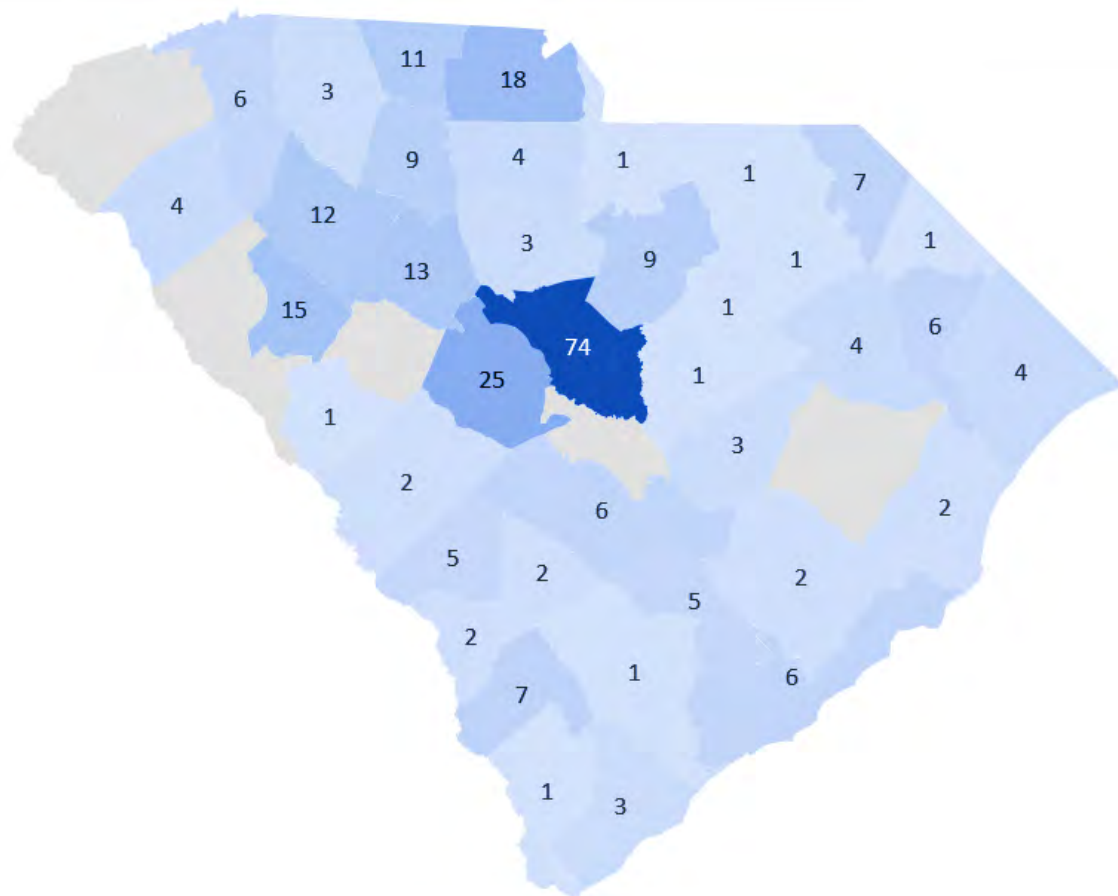
Align Deliverables

2019-2020 Approximate total reach = 230 (Indirect), 115 (Direct), 134 (Advisory)

2020-2021 Current total reach to date (July/ August 2020) = NA

Collaborate Deliverables

2019-2020 Approximate total reach = 7,563

2020-2021 Current total reach to date (July/August 2020) = NA

Inform Deliverables

2019-2020 Approximate total reach (in person) = 2,364 adults / 838 students & youth

2019-2020 Approximate total reach (virtual) = 698,907

2020-2021 Current reach to date - (in person) = NA

2020-2021 Estimated Current reach to date (virtual) = 60,027 (July/August 2020)

Virtual total based on website visits, Facebook reach, newsletter subscribers, blog subscribers, Pinterest reach, and Twitter followers.

Additional Inform Deliverables:

Website Downloads	# Times Downloaded	
Type of Download	2019-2020	July/August 2020
General STEM Informational Resource	391	25
Lesson	2,274	184
Grant Information	553	1
Reports	277	16
Strategy	479	70
Informational Flyer	0	3
Total	**3,974**	**299**

Support Deliverables

2019-2020 Approximate total reach = 2,729

2020-2021 Current total reach to date = 546

In total staff delivered 36,677 Participant Contact Hours of support service in 2019-2020 to educators and students.

- 13,507 hours of professional development was delivered to 1,305 educators.
- 23,170 hours of STEM instructional support was delivered to 1,424 students.

Innovate Deliverables

2019-2020 Approximate total reach = 40

2020-2021 Current total reach to date = 30

In total staff delivered 454 Participant Contact Hours of innovate service in 2019-2020 to educators.

Research Deliverables

2019-2020 Approximate total reach = 6

2020-2021 Current total reach to date = NA

In total staff delivered 130 Participant Contact Hours of research service in 2019-2020 to 6 educators.

Historical Summary

Reach	2011/12	2012/13	2013/14	2014/15	2015/2016	2016/17	2017/18	2018/2019	2019/2020
Align (Community Engagement)	N/A	N/A	N/A	23,829	49,290	28,615	35,398	36,791 (Indirect) 873 (Direct)	230 (indirect) 115 (direct)
Align (Advisory Engagement)	N/A	N/A	N/A	74	189	178	198	183	134
Collaborate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	9,016	7,563
Inform (f2f) Adults	3,152	3,513	6,857	1,749	6,488	1,625	2,448	3,774	2,364
Inform (f2f) Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5,358	838
Inform(v)	14,571	43,808	47,606	155,310	167,605	331,741	477,159	1,021,764	698,907
Support (educators/admin)	1,888	528	1,456	6,203	2,207	2,003	1,507	1,670	1,305
Support (student)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12,237	1,424
Innovate	0	368	544	163	211	0	48	23	40
Research	0	329	215	414	79	0	0	31	6
Contact Hours - (educators/admin)	27,828	29,727	29,911	57,414	44,584	41,220	21,333	16,847	16,035
Contact Hours (student)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12,237	24,881
Create Hours	N/A	N/A	N/A	N/A	N/A	N/A	1,229	0	734
Overall Satisfaction %	92	89	93	98	98	95*	95*	93*	96*

* an average of all satisfaction ratings.

NOTE: 23% of 2019-2020 contracted work was deferred due to the pandemic.

99% of community STEM events were cancelled due to the pandemic.

Participant Survey Results – July 1, 2019 – June 30, 2020

Participants responded *agree/strongly* agree to the following statements regarding their professional development experience (n=334):

2019-2020

97%	…was clear and understandable.
98%	… well organized.
95%	… relevant and applicable to their work.
96%	… worth their time and effort to attend.
95%	…felt they were provided the tools to use in their interactions with colleagues.
94%	… felt better prepared to implement the strategies and ideas that were presented.

Following support professional development, educators were asked, "What is needed to put my learning into practice?" They responded:

Implementation support at the classroom level.	32%
Planning and reflection.	31%
Additional information on this topic.	8%
None, I just need to begin.	40%

Client Satisfaction Survey Results – July 1, 2019 – June 30, 2020

100% of clients responded *agree/strongly* agree to the following statements regarding their professional development experience **(n=9):**

- Professional Learning Experience provided to participants from my organization met my expectations.
- Professional Learning Experience was worth my organization's time, effort, and investment.
- I would recommend S2TEM Center SC to other schools and districts seeking support in this area.

Quotes from Clients and Participants

"Kenna was able to help support the SGGCS staff as we continued in our virtual-distance learning program and provided resources and material to staff to conclude the month of May. Kenna also helped to inform staff how to incorporate STEM into the distance learning program."

Christopher Trott, Principal
St. Gregory the Great Catholic School
Diocese of Charleston STEM Certification through AdvancED

"Our teachers have already begun to collaborate in the development of relevant and engaging projects throughout all grade levels in our school. This work will need to continue, but this experience jump-started our efforts."

Erik Kreutner, Principal
Mason Preparatory School
Charleston, SC

"These sessions helped the math teachers consider ways to incorporate discourse, different strategies and tasks to support areas of struggle, and science teachers find ways to incorporate more low-stakes writing in their classrooms and collaborate with ELA teachers. I have seen a mindset shift in several teachers this year, and I know these sessions partially contributed to this!"

Michelle Hall, Instructional Coach
Honea Path Middle and Belton Middle
Anderson School District Two

"We became focused on our direction.   We accessed great resources, had planning time, and brainstormed. With the direction provided and information given, we were able to plan for the upcoming school year with a very focused direction. We always appreciate the support and resources. We feel we have a cheerleader in the S^{2}TEM Centers, advocating for our success!"

Debbie Wilfong,Principal
St. Andrew Catholic School
Diocese of Charleston

"This S^{2}TEM Center SC professional learning experience gave me the tools I needed to help me teach the students how to communicate and collaborate using a common language. This common language used throughout our school allows our students to work in collaborative groups, giving them an advantage as they build and develop the skills needed to meet the criteria of the Profile of the South Carolina Graduate."

Barbara Pittman, Teacher
Saint Gregory the Great Catholic School
Diocese of Charleston

"It was eye-opening. It made me feel more relaxed concerning the SEPs in my teaching, especially in covering the skills required. I am making sure to incorporate in my planning and implementation."

Amy Hughes, Teacher
Foster Park Elementary
Union County School District

"I have used several of the strategies suggested over the past few months, they have worked to increase student engagement and achievement!"

Benny Knowlton, Teacher
East Clarendon Middle
Clarendon 3

"I learned a lot from each session. It made my lesson flow and improved participation within my class."

Clifford Broderick, Teacher
Lee Central Middle School
Lee County School District

"I feel prepared to observe teachers and guide them through reflecting on their practice. I plan to use this with mentoring and as a member of leadership team. This was one of the most organized and informational workshops I have ever been to. The real-life conversation practice was extremely beneficial."

Katie Tyson, Teacher
Eastside Elementary
Laurens 56

"As a result of this S²TEM Centers SC Professional Learning Experience, I feel more educated about STEM and PBL. This PD provided me insights on strategies to implement STEM/PBL activities in the classroom."

Christy Gibson, Teacher
McColl Elementary/Middle School
Marlboro County

"I am a teacher who hesitates to use technology, and learning about Digital Literacy and having the time to play relieved my fears and gave me confidence just to jump in. Amazing day of learning, and appreciative of the materials!"

Katie Rochefort, Teacher
Sandy Ridge Elementary School
Union County Public Schools

"This workshop was exactly what I needed to begin a new year that will help my students develop their skills in science to go further than the scientific method. Great workshop. Awesome presenters!"

Ella Williams, Teacher
Palmetto Middle
Marion County

SCCMS	Type of Organization	Mission	Role in Program	Type of Contribution	Value
Aldrin Family Foundation	Foundation	Education	Sponsor	Cash	$5,000
Battelle	Private	Research	Grantor	Cash	$16,323
BMW Manufacturing Co.	Industry	Transportation	Grantor	Cash	$25,000
Clemson University*	Public	Education	Action Partner	Cash	$118,200
Clemson University	Public	Education	Action Partner	Cash	$16,171
Chester Healthcare Foundation	Foundation	Health	Grantor	Cash	$1,000
J. Marion Sims Foundation	Foundation	Community	Grantor	Cash	$4,000
Lockheed Martin	industry	Aerospace	Grantor	Cash	$5,000
STEM Devel. Foundation	Foundation	Education	Action Partner	Cash	$17,250
Contributions	Individuals		Staff	Cash	$880
*Not included in Program Budget as these funds do not enter or leave our department within Clemson.				**Total Value**	**$208,824**

S²TEM Centers SC	Type of Organization	Mission	Role in Program	Type of Contribution	Value
Schools & Districts	Public & Private	Education	Client	Cash	$275,478
Catawba Nuclear Station	Private	Energy	Grantor	Cash	$5,000
$81,487 in client funded professional learning postponed due to pandemic.				**Total Value**	**$280,478**

Science on the Move	Type of Organization	Mission	Role in Program	Type of Contribution	Value
Program Terminated				**Total Value**	**$0**

Upstate STEM Collaborative	Type of Organization	Mission	Role in Program	Type of Contribution	Value
Program Terminated				**Total Value**	**$0**

2019-20 Revenue By Program

iMAGINE Upstate	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
ABB Motors & Mechanical	Manufacturing	Motors	Action Partner	Cash & Volunteers	$5,000
BMW Manufacturing Co, LLC	Manufacturing	Automotive	Action Partner	Cash & Volunteers	$5,000
Bob Jones University	Private	Education	Action Partner	Cash & Volunteers	$1,000
Dority & Manning PA	Business	Legal	Action Partner	Cash & Volunteers	$2,000
Exhibitor/Food Vendor Fees				Cash	$1,900
Fluor	Business	Engineering	Action Partner	Cash & Volunteers	$15,000
Greenville Technical College	Public	Education	Action Partner	Cash & Volunteers	$7,000
Greenville Water	Public	Utility	Action Partner	Cash & Volunteers	$5,000
Hubbell Lighting	Industry	Lighting	Action Partner	Cash & Volunteers	$1,000
Ivybrook Academy	Private	Education	Action Partner	Cash & Volunteers	$1,000
Jacobs Engineering	Business	Engineering	Action Partner	Cash & Volunteers	$2,000
Lockheed Martin	Industry	Aerospace	Action Partner	Cash & Volunteers	$5,000
Michelin NA	Industry	Transportation	Action Partner	Cash & Volunteers	$15,000
National Inventors	Non-Profit	Education	Action Partner	Cash & Volunteers	$1,000
Robert Bosch, LLC	Manufacturing	Automotive	Action Partner	Cash & Volunteers	$25,000
SC Arts Alliance	Non-Profit	Arts	Action Partner	Cash & Volunteers	$1,000
ScanSource, Inc.	Industry	Logistics	Action Partner	Cash & Volunteers	$25,000
Sylvan Learning Center	Private	Education	Action Partner	Cash & Volunteers	$1,200
Ten at the Top	Non-Profit	Commerce	Action Partner	Cash & Volunteers	$1,800
Upstate Alliance	Non-Profit	Commerce	Action Partner	Cash & Volunteers	$1,100
USC Upstate	Public	Education	Action Partner	Cash & Volunteers	$1,000
Program Postponed - COVID 19				**Total Value**	**$123,000**

2019-20 Revenue By Program

iMAGINE Rock Hill	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Arts Council of York	Non-Profit	Arts	Action Partner	Cash & Volunteers	$750
Comporium	Business	Telecommunications	Action Partner	Cash	$10,000
Duke Energy	Industry	Power	Action Partner	Cash & Volunteers	$1,000
Eclipse Automation SE	Industry	Manufacturing	Action Partner	Cash & Volunteers	$4,000
Exhibitor Fees				Cash	$2,450
Old Town Assoc.	Non-Profit	Community	Grantor	Cash	$1,500
Shutterfly	Industry	Manufacturing	Grantor	Cash	$500
STEM Devel Foundation	Non-Profit	Education	Grantor	Cash	$25,000
Winthrop University	Public	Education	Action Partner	Cash & Volunteers	$500
York Co. Natural Gas	Private	Energy	Action Partner	Cash & Volunteers	$1,000
				Total Value	**$46,700**

iMAGINE Greenwood	Type of Organization	Mission	Role in Program	Type of Contribution	Value
Davis & Floyd	Business	Engineering	Grantor	Cash	$1,000
Greenwood CPW	Public	Utilities	Grantor	Cash	$1,000
Lander University	Public	Education	Action Partner	Cash & Volunteers	$500
Laurens Co Devel. Corp.	Non-Profit	Community	Grantor	Cash	$500
McCartha & McClary Ortho.	Business	Dentistry	Grantor	Cash	$500
Sage Automotive	Industry	Manufacturing	Action Partner	Cash & Volunteers	$500
Tejin Monofilaments US	Industry	Manufacturing	Grantor	Cash	$500
West Carolina Tel.	Business	Telecommunications	Grantor	Cash	$1,000
Program Postponed - COVID 19				Total Value	**$5,500**

All Funders				Grand Total	$664,502

Statements of Support

"SCCMS matters:

·   Mathematics and Science affect all aspects of our lives and is vital to our future.
·   In a world that is becoming more and more complex, mathematicians and scientists lead the way in providing resolutions to these challenging problems.
·   Solving the complex problems of the present and the future requires a population that is highly skilled and knowledgeable.
·   Science, Mathematics, and Technology are at the forefront of major breakthroughs in medicine, manufacturing, communications, and energy.
·   STEM occupations are projected for rapid growth and workers are in great demand.
·   STEM provides opportunities for underrepresented and underserved communities to become competitive nationally and internationally for jobs and opportunities requiring STEM skills.
·   SCCMS provides an opportunity for leaders to come together to develop and promote best practices that prepare students for these challenging times."

Angel H. Malone, Director
Office of Career & Technical Education
South Carolina Department of Education
****

"In the aerospace business we face many very challenging issues. These issues require that we have people working with exceptional problem solving abilities. Also, an excellent understanding of the underlying physics is required. SCCMS provides programs and education for teachers and students to develop their problem solving ability while also helping them gain an excellent understanding of the math and scientific principles required. From past experience, the value gained from funding provided to SCCMS is multiplied many times as SCCMS provides training to educators which gets passed on to students. Also, while helping students develop their interest and ability in STEM education, SCCMS's programs encourage students to successfully pursue technical fields"

Steven R. Holcomb
Engineer
Lockheed Martin
****

"The Clemson University Center for Workforce Development (CUCWD) has partnered with the SCCMS for over ten years to support our K-12 STEM initiatives. CUCWD is a Commission on Higher Education-approved, statewide K-20 initiative to improve workforce educational capacity in STEM field across South Carolina and funded by numerous federal agencies to provide digital learning tools to support education. The SCCMS has been an important partner in helping CUCWD to not only disseminate those resources but to also provide guidance on how to best create them for K-12 audiences. Under the leadership of Tom Peters, the partnership between SCCMS and CUCWD has remained strong and continues to develop through advisory roles through new grants and projects. "

REBECCA S. HARTLEY, Ph.D.
Director of Operations
Clemson University Center for Workforce Development
College of Engineering, Computing and Applied Sciences

Statements of Support

"Google is proud to call SCCMS an ally in prioritizing our students across the Palmetto State, providing them opportunities and access to learning, and later, careers, where they can make an immediate impact. I'm proud of the advocacy and visibility SCCMS has provided STEM, as our world grows continually more digital, making STEM literacy more critical than ever before."

Lilyn Hester
Head of External Affairs – Southeast
Google
****

"BMW Manufacturing is proud to be a founding member of the South Carolina Coalition for Mathematics & Science and promote the organization and its significant contributions to STEM education across our state. The STEM skills and knowledge needed now and in the future are vital to an innovation and advanced manufacturing economy that we are growing and a strong advocate such as SCCMS can keep the momentum going."

Manager, Government and Community Relations
BMW Manufacturing Co., LLC
****

"As someone who moved to South Carolina almost 50 years ago, I have been privileged to witness and play a small part in the exciting growth of our state over the years. Living and working with teachers and schools in the Pee Dee Region, however, I continue to be aware of the need for ever-increasing educational opportunities for our rural and small-town students. The disciplines of mathematics and science have always been tough ones in which to provide high quality educational experiences for these students.

Larger more affluent districts are powerful magnets drawing talented teachers out of the very schools that need them the most. The more the district lacks internal resources to sustain high quality STEM education, the more it needs a consistent, knowledgeable support system.

Progress in South Carolina, however, has been spotty and far from uniform across the state. Shifting district and state priorities often terminate successful programs only to require the expensive reinvention of these same programs years later. SCCMS is one of the programs that has fought to find ways to support sustainable high-quality mathematics and science instruction often in spite of shifting priorities. South Carolina absolutely needs a strong advocate for the STEM education and SCCMS is currently that advocate. They provide a much-needed bridge between business and industry, legislative priorities, and district needs.

I strongly support SCCMS in its ongoing effort to give all South Carolina students better opportunities to master scientific and mathematical thinking as tools for increased vocational opportunities and decision-making skills."

Jackson F. Lee, Jr. D.Ed.
Professor Emeritus
Francis Marion University

cognia™

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Alpharetta, GA 30009   cognia.org

Thomas T. Peters, Ed.D.
Executive Director
SC Coalition for Mathematics & Science
100 Technology Dr.
Anderson, SC 29625

Dear Dr. Peters,

I hope you are well. I wanted to take a moment to express our appreciation to you and the SCCMS staff for everything you do to support teaching and learning in South Carolina schools. Now, more than ever, our partnership and collaboration are essential to supporting the STEM initiatives throughout the state.

Cognia has evaluative data that suggest a high level of quality STEM implementation in South Carolina. One simple indication of this is the fact that South Carolina currently has the second highest number of schools recognized through Cognia's STEM Certification, which is a measure of quality STEM teaching and learning. We have very few factors to attribute the breadth and quality of STEM implementation in the state beyond the work of the STEM Centers. It is our belief that the STEM Centers have impacted the learning ecosystem in the state in a significant way, and that school communities, inclusive of leaders, teachers, students, and families have benefitted greatly from the programs, resources, and advocacy provided by STEM Center experts.

We look forward to another great year together in support of STEM education.

Sincerely,

Annette G. Melton
Senior Director

FLUOR®

100 Fluor Daniel Drive
Greenville, SC 29607
USA

864-281-6382 tel

Community Relations

September 1, 2020

S.C. Education Oversight Committee
1205 Pendleton Street
Room 502 Brown Building
Columbia, SC 29201

To the Members of the Education Oversight Committee,

Please accept this letter as an expression of support for South Carolina's Coalition for Mathematics & Science as our state's lead advocacy and action organization in STEM Education. The statewide system of support for STEM education coordinated by SCCMS offers equitable access to instructional strategies, learning opportunities and experiences that engage teachers, students and community members while promoting STEM careers such as engineering, that are relevant to South Carolina's economy.

Since 2005, Fluor has supported SCCMS initiatives through grant funding, employee volunteers, and other in-kind support. I personally have served as the chair of the SCCMS Board of Advisors.

Our partnership with South Carolina's Coalition for Mathematics & Science is an integral part of the Fluor Foundation's investment in preparing students for success. Fluor believes science, technology, engineering, and math (STEM) education is a foundation for student success. We invest in programs that inspire and prepare students to excel in STEM and are committed to developing the next generation workforce, improving teacher effectiveness with emphasis on STEM student proficiency and persistence, and cultivating leadership skills in youth.

I strongly encourage the Education Oversight Committee to continue its support for SCCMS in Fiscal Year 2021-22 and beyond.

Sincerely,

Cheryl Wiggins
Senior Manager, Community and Public Affairs

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EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	**Teach For America South Carolina**	**Address**	**635 Rutledge Ave, Suite 201, Charleston, SC 29403**

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$3,000,000**	**FY 2021-22 EIA Funding Request**	**$3,000,000**

Program Contact	**Troy D. Evans**	**Division/Office**	**Teach For America**
Contact Title	**Executive Director**	**Address**	**635 Rutledge Ave, Suite 201, Charleston, SC 29403**
Contact Phone	**404-394-2900**	**Contact E-Mail**	**Troy.Evans@TeachForAmerica.org**

Summary of Program:

Teach For America South Carolina (TFASC) provides the state with a pipeline of talented, dynamic, and diverse teachers, with a vision that one day every child in South Carolina will have the opportunity to attain an excellent education. We recruit diverse, mission-driven leaders to become teachers. During the two years they commit to Teach for America, our teachers are called corps members and are hired by partner public schools in low-income communities. In the 2020-21 school year, TFASC is working in eleven districts or networks across ten counties in South Carolina, placing teachers at schools in the Lowcountry, the Midlands, the Upstate, and the Pee Dee. We place corps members in schools with a high concentration of poverty: the average "poverty index" (students eligible for Medicaid, TANF, or SNAP) of our placement schools is 83%, with a top-range of 97%. In addition, more than 80% of the schools where TFASC works provide free breakfast and lunch for all students as part of the Community Eligibility Provision. In the remaining schools where corps members are placed, 67% of the student body receives free or reduced lunch, another common indicator of poverty (South Carolina Department of Education, E-Rate – Free and Reduced Meal Eligibility Data, 2020).

Potential is equally distributed across lines of race and class, but in South Carolina, opportunity is not. Although 43% of South Carolina's public school students are children of color, the schools where we

place corps members average 74% children of color. Each of these high-poverty schools where we work, in which the disproportionate number are students of color, consistently have tests results that are below statewide averages. In 2018, of the districts where TFASC places corps members, an average of only 21% of 8th grade students met or exceeded expectations in math on the state exam, while the state average across all districts was 37% (South Carolina Department of Education, Test Scores, 2020). This is significant given that eighth grade math is widely considered a critical academic milestone; it has been shown to predict not only the ability to be successful in high school math, but ultimately a predictor for success in STEM fields and some trades (Pollen Midwest, Critical Milestones in a Student's Life, 2018). There are similar results throughout the counties where TFASC corps members serve. For example, in Orangeburg 3 School District, just 20% of students met or exceeded expectations on the 3rd grade state reading exam, compared to the state's average of 45%. Similarly, in Marion County School District, only 20% of students met or exceeded expectations on the 4th grade SC Ready Math exam, compared to a state average of 48%. Significant gaps also exist between students of color and their white peers: In 2018, 32% of white students in Marion County met or exceeded expectations on the 4th grade math exam, but just 16% of black students did. In Colleton County School District, 55% of white students met or exceeded expectations on the 8th grade state science test, compared to 28% of their black peers (South Carolina Department of Education, Test Scores, 2020). Recruiting, training, and developing exceptional, diverse leaders to serve as full-time teachers in these disadvantaged public schools can help change these statistics. At the end of the 2018-19 school year, 64% of TFASC corps members had led every single student in their classroom to at least a year's worth of academic growth. This is significant, given that many of our students are often several grade levels behind; moving a student by the equivalent of one year or more of grade-level growth ensures that they are making gains towards being at or above grade level.

Before joining Teach For America, only one in five corps members planned to become teachers and only ten percent were education majors. The corps experience brings them face-to-face with the challenges facing our schools and instills in them a lifelong commitment to working on behalf of their students. More than half of the Teach For America alumni living in South Carolina work in K-12 education, with dozens more working in universities and education nonprofits. Investing in TFASC means investing in innovative and dedicated educators who may not have gone into the field of education. Principals have praised corps members as being 'mission-driven,' passionate, and creative, leading to educational engagement by students. Nearly one-third of our corps members teach high-need subjects such as special education, science, or math; 40% are people of color; and approximately 46% come from a low-income background. It is important for students to see teachers who come from similar communities and share aspects of their background. TFASC continues to innovate on local recruitment initiatives to attract teachers to South Carolina, including building early connections to the state to admitted corps members and offering programs – such as mentorship, financial assistance, and intensive professional development opportunities – that benefit corps members.

The EIA's continued support will recruit, develop, and mobilize education leaders in South Carolina. Not only do TFASC corps members produce transformational academic gains for students, they impact whole schools and communities, leading to long-term educational improvement throughout South Carolina.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$3,000,000	100%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$3,000,000	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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):

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.

x	Yes		No

If yes, please describe:

Teach For America South Carolina is governed by a resolution set forth by the State Board of Education on October 13, 2010 and guidelines adopted in April of 2014. For detail, see South Carolina State Board of Education, "Guidelines for the South Carolina Teach For America Program," http://ed.sc.gov/educators/teaching-in-south-carolina/alternative-certification/alternative-certification-programs/teach-for-america-tfa/state-board-approved-guidelines-for-tfa/

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	At the start of the 2019-2020 school year the State of South Carolina faced 555 teacher vacancies. In the 2018-2019 school year, 28% of first-year teachers did not return to the same position in 2019-20. The result of this teacher shortage and instability is that far too many South Carolina students, particularly students of color and students from low income backgrounds, do not receive an equitable education, and it affects their long-term opportunities, as well as the state's future economic prosperity. Under-resourced schools have scores on state assessments that are lower than the average. In TFASC-identified partner districts, nearly 50% of students are not meeting expectations on the SC Ready 8th grade math exams versus a state average of 32%. Similarly, an average of only 33% of students in TFA partner districts meet or exceed expectations on the SC Pass Science exam compared to a state average of 48%.
Goal	The goal of Teach For America South Carolina is to ensure that all students in the state have access to an education that prepares them with "world class knowledge" and "world class skills"; we achieve this by recruiting and developing teacher leaders with the knowledge, skills, and mindsets needed to help students graduate ready to thrive in college and career, and demonstrate this through measurable improvement in student achievement metrics.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Homegrown leadership: In FY20, we continued our Homegrown Recruitment initiative. Homegrown candidates are individuals who are from, attend/attended college in, or are currently living in South Carolina. Homegrown corps members have the opportunity to have a profound, additional impact on their students based	Directors of Homegrown Recruitment and Incoming Leadership partnered with TFA's National Recruitment Team and local colleges to recruit top campus leaders to increase the number of students applying to join TFA. Additionally, our staff recruited independently (outside of our National Recruitment team) on smaller South	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both inside and outside the classroom. Corps members with ties to South Carolina are twice as likely to remain in South Carolina for a third year after their service, creating a long-term impact for our students.	Our goal was to work toward 50% Homegrown corps members with ties to South Carolina by 2021. In FY20, 27% of our incoming corhort members were Homegrown Leaders. We also aimed to have at least 50% of Homegrown corps members stay in South Carolina classrooms for a third year or more – ultimately 44% stayed for at least a third year.	We measured percent of homegrown corps members from intake surveys and measured the percent of homegrown corps members staying a third year or more in the classroom from data collected by our program coaches.

on shared background; and invest their local networks in the broader movement for educational equity. Through our Homegrown Initiative and in partnership with Teach For America's national recruitment team, we built partnerships across the state, primarily on university and college campuses, in an effort to increase the number of corps members with ties to South Carolina serving in high-need and rural communities, and fuel a long-term commitment to educational excellence in South Carolina.	Carolina campuses that do not have a dedicated National recruiter. Homegrown leaders were encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process. These campaigns included regional incentives, such as a $1,500 signing bonus, Praxis test support, professional development, and internship and mentorship opportunities. Upon acceptance, TFASC worked to ensure Homegrown leaders accepted their offers through a robust matriculation campaign that leveraged staff, current corps members, school and district partners, and alumni to build local context, relationships, and answer questions.	Furthermore, alumni who share the racial and/or economic backgrounds of our students can also be particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change. We measured short-term progress by the number of corps members who fit the Homegrown Talent definition and retention of corps members after their commitment.		
High-demand placements: we worked closely with our partner districts to ensure we provided high-quality teachers in areas where they had needs. In 2019-2020 we expanded geographically to be truly statewide with placements in the Lowcountry, Midlands, Pee Dee, and the Upstate, while continuing a focus on hard-to-fill subject areas such as STEM and SPED.	Corps members in high-demand placements often need specialized support, so we provided mentors for STEM teachers with subject-content support and virtual office hours from experienced teachers. We contracted with an employee in the Department of Education in the SPED department to support SPED teachers.	TFA consistently provides a source of STEM teachers for low-income schools in South Carolina, with more than a quarter of our teachers in 2019-20 taught science and math at the middle and high school level. These teachers are knowledgeable in their subject areas and have led their students to academic achievement.	We aimed to have at least 30% of our cohort teaching STEM subjects, with another 10% teaching SPED, and expected that 80% of the corps members teaching these subject areas will achieve more than a year's academic growth with their students. We were unable to measure academic growth due to the cancellation of state assessments, but we had 27% teaching STEM and 10% teaching SPED during the 2019-20 school year.	Internal data on percent of corps members teaching STEM subjects and SPED and student performance on STEM assessments.
Corps member professional development: The biggest impact on teacher recruitment, retention, and success depends on the quality and frequency of	We provided 1-1 facilitative coaching, directive coaching, and transformational coaching; learning conferences; cohort-based virtual learning experiences; and book	There are several measures we used to assess progress here. First, we looked at corps member retention. Second, we collected surveys after every activity, as well	We retained 100% of teachers who finished their first year and went on to start their second year. We also expect our professional development strategy to lead to	We'll measure these outputs and outcomes by -internal indexes measuring corps satisfaction/culture and corps learning

professional development they receive. Our corps member professional development strategy sought to build a culture amongst our corps members of immense support, connection, and effectiveness, so that they finished their two-year commitment and furthermore, are more likely to see teaching and/or education as a long-term career for themselves.	studies; in addition to a robust orientation and summer learning program to prepare corps members for their first year in the classroom.	as measured the broader culture and satisfaction of our corps members, and the extent of their learning, via two national surveys throughout the year.	significant increases in our student achievement data, with our professional development strategy ultimately seeking to build excellent teachers and leaders who are able to facilitate dramatic outcomes/results in their classrooms. We could not measure end-of-year achievement because state assessments were cancelled, but at mid-year we saw incredible growth and some teachers had already achieved more than a year's worth of academic growth in the first half of the year.	-% positive on event surveys -% retention -% of students making more than one academic year's growth
Alumni: Our goal was to fuel a connected and thriving community of leaders who are committed to working toward educational equity in our state. We strive to be a key resource for our alumni and corps members as they consider the opportunities available for them in South Carolina. This year we focused on cultivating our alumni base, engaging second year corps members and identifying lifelong educators and education leaders.	We established deeper and more effective relationships with our current alumni base by hosting targeted events to connect alumni, including networking events. We also identified professional development opportunities focused on leadership development and advocacy training. We developed a system for alumni input and leadership for programs and engaged 50 alumni as mentors to help support corps members. We built a bridge of support between the second corps member year and their exit as alumni by helping them map their trajectory, encouraging them to stay in South Carolina, and engaging them in internships. We worked with the programming team to maintain a pulse on early identification of high-capacity leaders.	We grew the SC alumni base to 400 by the end of FY20. We engaged them in our mentorship and internship programs as well as leadership pathways via national and regional professional development. We also aimed to increase our media outreach to three platforms.	We grew the alumni base to 400, recruited 50 alumni to the mentorship program, and engaged 60 alumni in leadership pathways.	National alumni survey, regional personal outreach

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	A major cause of systemic inequity in South Carolina's education system is an inadequate number of highly qualified, talented teachers. The most recent Supply and Demand report from the Center for Educator Recruitment, Retention, and Advancement stated that at the start of the 2019-2020 school year, the State of South Carolina had 555 teaching positions still vacant. Half of all vacancies are in the Pee Dee and Lowcountry, even though these regions only employ approximately one-third of the state's teachers. In the 2019-2020 school year, nearly 30% of first-year teachers did not return to the same positions they held in 2018-2019. Overall, since 2011, the number of South Carolina teachers leaving their positions has grown by an average of 8% a year (Center for Educator Recruitment, Retention, & Advancement, *South Carolina Annual Educator Supply & Demand Report*, Dec. 2019). With roles vacant well into the school year, schools often are forced to choose: consolidate classrooms, leading to larger class sizes; hire uncertified staff to serve as long-term substitutes; or stop offering shortage-area coursework altogether. The result is that far too many South Carolina students, particularly students of color and students from low income backgrounds, do not receive an equitable education, and it affects their long-term opportunities, as well as the state's future economic prosperity.			
Goal	The goal of Teach For America South Carolina is to ensure that all students in the state have access to an education that prepares them with "world class knowledge" and "world class skills"; we achieve this by recruiting and developing teacher leaders with the knowledge, skills, and mindsets needed to help students graduate ready to thrive in college and career, and demonstrate this through measurable improvement in student achievement metrics.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Recruitment: In FY21, we will continue our Homegrown Recruitment initiative with individuals who are from, attend/attended college in, or are currently living in South Carolina. Homegrown corps members have the opportunity to have a profound, additional impact on their students based on shared background; and invest their local networks in the broader movement for	The Director of Incoming Leadership will partner with TFA's National Recruitment Team and local colleges and universities to recruit top campus leaders to increase the number of students applying to join Teach For America. Additionally, staff members will recruit independently (outside of our National Recruitment team) on smaller South Carolina campuses that do not have a dedicated National recruiter – these schools will include Claflin & South Carolina State, among others. They will also partner with	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both inside and outside the classroom. Corps members with ties to South Carolina are twice as likely to remain in South Carolina for a third year after their service, creating a long-term impact for our students. Furthermore, alumni who share the racial	Our goal is to work towards 50% Homegrown corps members with ties to South Carolina by 2021. We also aim to have at least 50% of Homegrown corps members stay in South Carolina classrooms for a third year or more.	Intake surveys of corps members tell whether they fit the Homegrown definition (grew up, went to college in, or living in South Carolina prior to joining corps).

educational equity. Through our Homegrown Initiative and in partnership with Teach For America's national recruitment team, we will build partnerships across the state, primarily on university and college campuses, in an effort to increase the number of corps members with ties to South Carolina serving in high-need and rural communities, and fuel a long-term commitment to educational excellence in South Carolina.	local service organizations such as City Year Columbia and other Americorps programs that have strong fit candidates for TFASC. Due to the unique challenges that we face in light of COVID-19, TFASC will lean into engagements such as virtual information meetings, social media outreach, and LinkedIn recruitment for quality candidates. Homegrown leaders and other candidates will be encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process and after acceptance. These campaigns will include regional incentives, Praxis test support, robust onboarding and professional development, pre-corps experiences, and mentorship opportunities.	and/or economic backgrounds of our students can also be particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change. We will measure short-term progress by number of corps members who fit the Homegrown Talent definition and retention of teachers after their TFASC commitment.		
High-demand placements: we work closely with our partner districts to ensure we are providing high-quality teachers in areas where they have needs.	Corps members in high-demand placements often need specialized support, so we will provide mentors for STEM teachers with subject-content support and virtual office hours from experienced teachers. We will continue our external partnerships with SPED experts to support SPED teachers.	TFA will consistently provide a source of STEM teachers for low-income schools in South Carolina. These teachers are knowledgeable in their subject areas and will lead their students to academic achievement as demonstrated achieving more than one year of academic growth.	We aim to have at least 20% of our cohorts teaching STEM subjects, with another 10% teaching SPED, and expect that 80% of the corps members teaching these subject areas will achieve more than a year's academic growth with their students. We started the 2020-21 school year with 22% of our teachers teaching STEM and 7% teaching SPED.	Internal data on percent of corps members teaching STEM subjects and SPED and student performance on STEM assessments.
Corps member professional development: The biggest impact on teacher recruitment, retention, and success depends on the quality and frequency of professional development they receive. We intend to equip South Carolina corps members	We provide 1-1 facilitative coaching, directive coaching, and transformational coaching; learning conferences; cohort-based virtual learning experiences; and book studies; in addition to a robust orientation and summer learning program to prepare corps members for their first year in the classroom.	There are several measures we use to assess progress here. First, we collect surveys after every activity, as well as measure the broader culture and satisfaction of our corps members, and the extent of their learning, via two national surveys throughout the	We will know we've made significant progress if we are able to retain more and more of our teachers, at a base level for their two-year commitment, but the goal is that we'll see significantly more teachers retained beyond their two-year commitment. We	We'll measure these outputs and outcomes by -internal indexes measuring corps satisfaction/culture and corps learning -% positive on event surveys -% of students making more than one academic year's

to lead classrooms with a strong foundation in South Carolina history, context, and community. Our corps member professional development strategy seeks to build a culture amongst our corps members of immense support, connection, and effectiveness, so that they finish their two-year commitment and furthermore, are more likely to see teaching and/or education as a long-term career for themselves.	In the 2020-21 school year, corps members will come together virtually every month for Impact & Learning Communities and multiple all-day virtual Equity in Education conferences. These are all in service of ensuring that: -Teachers create an effective and encouraging data-driven culture to assess progress towards the class goal -Teachers align learning objectives, instructional activities, and assessments to grade level standards -Teachers create genuine and meaningful relationships with families and communities that contribute to the culture in their classroom -Teahcres have a range of strategies for taking care of their emotional, mental, and psychological well-being, and sustaining themselves from burnout.	year. Second, we measure student academic growth to confirm that TFASC's professional development activities are having an impact on the classroom.	will also see significant increases in our student achievement data, with our professional development strategy ultimately seeking to build excellent teachers and leaders who are able to facilitate dramatic outcomes/results in their classrooms. We expect that each corps member will lead students to 85% average mastery on Common Core-aligned assessments or 1.2+ years of growth on valid measurement. We aim to have 90% of participants agree/strongly agree that TFASC coching and programming experiences significantly impact their growth as an effective teacher leader.	growth from classroom, school, or district assessments
Long-term commitment to education: Our goal is to fuel a connected and thriving community of leaders who are committed to working toward educational equity in our state. We strive to be a key resource for our alumni and corps members as they consider the opportunities available for them in South Carolina. We are focused on cultivating our alumni base, engaging second year corps members and identifying lifelong educators and education leaders. We have almost 100 teachers still in classrooms even though	We will establish deeper and more effective relationships with our current alumni base by hosting targeted virtual events to connect alumni with key opportunities, identifying professional development opportunities focused on leadership development and advocacy training, and involving alumni in programming creation. We will build a bridge of support between the second corps member year and their exit from the program as alumni by helping them map their trajectory, encouraging them to stay in South Carolina, and engaging them in mentorship opportunities.	We will grow the SC alumni base to 445 by the end of FY21 with a focus on having corps members who finish their commitment stay in South Carolina. We will engage alumni in our mentorship programs as well as leadership pathways via national and regional professional development. This year we had eight corps members sign up for "Second Tour" to formally continue teaching for another two years in a TFASC placement school, along with many others who worked directly with their school and district to remain teaching.	Success will mean growing the alumni base to 445, retaining at least 50% of alumni to the mentorship program and recruiting 25 new alumni to the mentorship program in FY20-FY21, having SC alumni connected to TFA, and engaging 60 alumni in leadership pathways.	National alumni survey, regional personal outreach

they have long finished their commitment to TFASC. Given the number of participants who stay in education, we have formalized our process for continued support and launched a new "Second Tour" strategy to encourage continued classroom teaching.	We will work with the corps member programming team to maintain a pulse on the current corps overall for early identification of high-capacity leaders. In 2020-21 we launched a pilot of our "Second Tour" strategy which supports corps members to sign up for another two years to teach in a school within one of TFASC's district partners.			
New Teacher Academy: In addition to recruiting and developing teachers who participate in the TFASC program, we are committed to creating a thriving professional development support system for all early-career teachers in South Carolina to reinforce best educational practices and ensure a long-term focus on equity in the classroom for all teachers.	In the 2020-21 we will launch a small pilot of the New Teacher Academy, an initiative that builds on our belief that long-term teacher effectiveness is shaped by the career skills developed during the first two years of classroom teaching. We will offer comprehensive support and training for new teachers who are not part of TFASC's program in order to increase their effectiveness in the classroom. Program components will include virtual and in-person (when possible given the pandemic) training modeuls offering regular professional development trainings and support on topics such as diversity, equity, and inclusion in the classroom; subject-level mastery; culturally-relevant pedagogy; defining academic success for students; the importance of community connection and collaboration; relationship building; and social emotional resiliency. It will provide cohort-based learning where participants can stay continuously connected with other first- and second-year teachers underoing the same struggles they may have, with excellent veteran teachers to pave the path.	Living into TFASC's expertise in wraparound support services for new teachers, the New Teacher Academy's goal will be to ensure first- and second-year teachers have what they need to be successful, engaged, and culturally-relevant leaders for their students. We hope to launch a small pilot in partnership with Colleton County School District and will measure the number of participants as initial outputs.	Through the implementation of the New Teacher Academy, TFASC believes districts will yield better-prepared and more culturally-informed first- and second-year teachers, ultimately leading to improved student achievement in these under-resourced communities. Specifically, teachers who participate in The New Teacher Academy will report higher levels of preparedness in a variety of skillsets allowing them to be more effective educators in their classrooms. Despite working in districts that currently have state assessment scores below average, we expect that teachers who participate in the New Teacher Academy will lead their students to more than a year's academic growth and decrease gaps along racial lines.	We'll measure these outputs and outcomes by -internal indexes measuring teacher satisfaction with support received and culture built -% positive on event surveys -% of students making more than one academic year's growth from classroom, school, or district assessments
Fiscal Year 2021-22				

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Problem/Issue	A major cause of systemic inequity in South Carolina's education system is an inadequate number of highly qualified, talented teachers. The most recent Supply and Demand report from the Center for Educator Recruitment, Retention, and Advancement stated that at the start of the 2019-2020 school year, the State of South Carolina had 555 teaching positions still vacant. Half of all vacancies are in the Pee Dee and Lowcountry, even though these regions only employ approximately one-third of the state's teachers. In the 2019-2020 school year, nearly 30% of first-year teachers did not return to the same positions they held in 2018-2019. Overall, since 2011, the number of South Carolina teachers leaving their positions has grown by an average of 8% a year (Center for Educator Recruitment, Retention, & Advancement, *South Carolina Annual Educator Supply & Demand Report*, Dec. 2019). With roles vacant well into the school year, schools often are forced to choose: consolidate classrooms, leading to larger class sizes; hire uncertified staff to serve as long-term substitutes; or stop offering shortage-area coursework altogether. The result is that far too many South Carolina students, particularly students of color and students from low income backgrounds, do not receive an equitable education, and it affects their long-term opportunities, as well as the state's future economic prosperity.
Goal	The goal of Teach For America South Carolina is to ensure that all students in the state have access to an education that prepares them with "world class knowledge" and "world class skills"; we achieve this by recruiting and developing teacher leaders with the knowledge, skills, and mindsets needed to help students graduate ready to thrive in college and career, and demonstrate this through measurable improvement in student achievement metrics.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Recruitment: In FY22, we will continue our Homegrown Recruitment initiative with individuals who are from, attend/attended college in, or are currently living in South Carolina. Homegrown corps members have the opportunity to have a profound, additional impact on their students based on shared background; and invest their local networks in the broader movement for educational equity. Through our Homegrown Initiative and in	The Director of Recruitment will partner with TFA's National Recruitment Team and local colleges and universities to recruit top campus leaders to increase the number of students applying to join Teach For America. Additionally, staff members will recruit independently (outside of our National Recruitment team) on smaller South Carolina campuses that do not have a dedicated National recruiter – these schools will include Claflin & South Carolina State, among others. They will also partner with local service organizations such as City Year Columbia and other Americorps	Diverse, local leaders who can connect to the experiences of our students in South Carolina have the ability to instill life and career characteristics, both inside and outside the classroom. Corps members with ties to South Carolina are twice as likely to remain in South Carolina for a third year after their service, creating a long-term impact for our students. Furthermore, alumni who share the racial and/or economic backgrounds of our students can also be	Our goal is to work towards 50% Homegrown corps members with ties to South Carolina by 2022. We also aim to have at least 50% of Homegrown corps members stay in South Carolina classrooms for a third year or more.	Intake surveys of corps members tell whether they fit the Homegrown definition (grew up, went to college in, or living in South Carolina prior to joining corps).

partnership with Teach For America's national recruitment team, we will build partnerships across the state, primarily on university and college campuses, in an effort to increase the number of corps members with ties to South Carolina serving in high-need and rural communities, and fuel a long-term commitment to educational excellence in South Carolina.	programs that have strong fit candidates for TFASC. Homegrown leaders and other candidates will be encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process and after acceptance. These campaigns will include regional incentives, Praxis test support, robust onboarding and professional development, pre-corps experiences, and mentorship opportunities.	particularly influential in the long-term push for societal change, because of their rich perspectives and credibility, and because their leadership in and of itself demonstrates the value of that change. We will measure short-term progress by number of corps members who fit the Homegrown Talent definition and retention of teachers after their TFASC commitment.		
High-demand placements: we work closely with our partner districts to ensure we are providing high-quality teachers in areas where they have needs.	Corps members in high-demand placements often need specialized support, so we will provide mentors for STEM teachers with subject-content support and virtual office hours from experienced teachers. We will continue our external partnerships with SPED experts to support SPED teachers.	TFA will consistently provide a source of STEM teachers for low-income schools in South Carolina. These teachers are knowledgeable in their subject areas and will lead their students to academic achievement as demonstrated achieving more than one year of academic growth.	We aim to have at least 30% of our cohorts fit these high demand categories, and expect that 80% of the corps members teaching these subject areas will achieve more than a year's academic growth with their students.	Internal data on percent of corps members teaching STEM subjects and SPED and student performance on STEM assessments.
Corps member professional development: The biggest impact on teacher recruitment, retention, and success depends on the quality and frequency of professional development they receive. We intend to equip South Carolina corps members to lead classrooms with a strong foundation in South Carolina history, context, and community. Our corps member professional development strategy seeks to build a culture amongst our corps members of immense	We provide 1-1 facilitative coaching, directive coaching, and transformational coaching; learning conferences; cohort-based virtual learning experiences; and book studies; in addition to a robust orientation and summer learning program to prepare corps members for their first year in the classroom. In the 2021-22 school year, corps members will come together for learning communities, workshops, and conferences to ensure that: -Teachers create an effective and encouraging data-driven culture to assess progress towards the class goal	There are several measures we use to assess progress here. First, we collect surveys after every activity, as well as measure the broader culture and satisfaction of our corps members, and the extent of their learning, via two national surveys throughout the year. Second, we measure student academic growth to confirm that TFASC's professional development activities are having an impact on the classroom.	We will know we've made significant progress if we are able to retain more and more of our teachers, at a base level for their two-year commitment, but the goal is that we'll see significantly more teachers retained beyond their two-year commitment. We will also see significant increases in our student achievement data, with our professional development strategy ultimately seeking to build excellent teachers and leaders who are able to facilitate dramatic outcomes/results in their	We'll measure these outputs and outcomes by -internal indexes measuring corps satisfaction/culture and corps learning -% positive on event surveys -% of students making more than one academic year's growth from classroom, school, or district assessments

support, connection, and effectiveness, so that they finish their two-year commitment and furthermore, are more likely to see teaching and/or education as a long-term career for themselves.	-Teachers align learning objectives, instructional activities, and assessments to grade level standards -Teachers create genuine and meaningful relationships with families and communities that contribute to the culture in their classroom -Teahcres have a range of strategies for taking care of their emotional, mental, and psychological well-being, and sustaining themselves from burnout.		classrooms. We expect that each corps member will lead students to 85% average mastery on Common Core-aligned assessments or 1.2+ years of growth on valid measurement. We aim to have 90% of participants agree/strongly agree that TFASC coching and programming experiences significantly impact their growth as an effective teacher leader.	
Long-term commitment to education: Our goal is to fuel a connected and thriving community of leaders who are committed to working toward educational equity in our state. We strive to be a key resource for our alumni and corps members as they consider the opportunities available for them in South Carolina. We are focused on cultivating our alumni base, engaging second year corps members and identifying lifelong educators and education leaders. We will continue and grow the "Second Tour" program to formalize our commitment to helping corps members who finish their terms stay in the classroom teaching.	We will establish deeper and more effective relationships with our current alumni base by hosting targeted virtual events to connect alumni with key opportunities, identifying professional development opportunities focused on leadership development and advocacy training, and involving alumni in programming creation. We will build a bridge of support between the second corps member year and their exit from the program as alumni by helping them map their trajectory, encouraging them to stay in South Carolina, and engaging them in mentorship opportunities. We will work with the corps member programming team to maintain a pulse on the current corps overall for early identification of high-capacity leaders. In 2020-22 we will refine the "Second Tour" strategy which supports corps members to sign up for another two years to teach in a school within one of TFASC's district partners.	We will grow the SC alumni base to 477 by the end of FY22. We will engage alumni in our mentorship programs as well as leadership pathways via national and regional professional development. We expect to have 20 participants sign up for "Second Tour" and long-term aim to have 25% of our graduating corps members commit to an additional two years – or more – in the classroom.	Success will mean growing the alumni base to 477, retaining at least 50% of alumni to the mentorship program, having SC alumni connected to TFA, and engaging 60 alumni in leadership pathways.	National alumni survey, regional personal outreach

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New Teacher Academy: In addition to recruiting and developing teachers who participate in the TFASC program, we are committed to creating a thriving professional development support system for all early-career teachers in South Carolina to reinforce best educational practices and ensure a long-term focus on equity in the classroom for all teachers.	In the 2021-22 we will build on the pilot of the New Teacher Academy, an initiative that builds on our belief that long-term teacher effectiveness is shaped by the career skills developed during the first two years of classroom teaching. We will offer comprehensive support and training for new teachers who are not part of TFASC's program in order to increase their effectiveness in the classroom. Program components will include virtual and in-person (when possible given the pandemic) training modeuls offering regular professional development trainings and support on topics such as diversity, equity, and inclusion in the classroom; subject-level mastery; culturally-relevant pedagogy; defining academic success for students; the importance of community connection and collaboration; relationship building; and social emotional resiliency. It will provide cohort-based learning where participants can stay continuously connected with other first- and second-year teachers underoing the same struggles they may have, with excellent veteran teachers to pave the path.	Living into TFASC's expertise in wraparound support services for new teachers, the New Teacher Academy's goal will be to ensure first- and second-year teachers have what they need to be successful, engaged, and culturally-relevant leaders for their students. We hope to continue work with Colleton County School District's first- and second-year teachers and start plans for additional districts; we will measure the number of participants as outputs.	Through the implementation of the New Teacher Academy, TFASC believes districts will yield better-prepared and more culturally-informed first- and second-year teachers, ultimately leading to improved student achievement in these under-resourced communities. Specifically, teachers who participate in The New Teacher Academy will report higher levels of preparedness in a variety of skillsets allowing them to be more effective educators in their classrooms. Despite working in districts that currently have state assessment scores below average, we expect that teachers who participate in the New Teacher Academy will lead their students to more than a year's academic growth and decrease gaps along racial lines.	We'll measure these outputs and outcomes by -internal indexes measuring teacher satisfaction with support received and culture built -% positive on event surveys -% of students making more than one academic year's growth from classroom, school, or district assessments

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External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- Data sharing agreements with districts in 2019-2020 remained subject to state-level educational policies.
- COVID-19 was an unprecedented disruption in the 2019-2020 school year. This did not affect our overall goal or program strategy, but did require immediate shifts in how TFASC coached corps members. To ensure our teacher leaders had the skills and support they needed to support students and smoothly transition to remote teaching, we:
  - Increased content mentor support to help lead virtual teaching sessions for corps members who taught virtually
  - Provided lesson planning support for virtual teaching and execution practice with corps members
  - Led mock online teaching simulations for corps members who taught virtual classes
  - Formally checked in with corps members frequently to support social-emotional needs for them and their students
  - Offered COVID-19 emergency funding for corps members who needed virtual teaching supplies such as white boards and for students who needed distance learning supplies such as headphones
  - Worked with select corps members on funding applications and acquiring free online educational licensing resources for students
- State assessment tests were cancelled and so our primary method of determining student academic growth was not available; given the inconsistent rollout of remote learning we could not implement teacher-designed assessments.

Fiscal Year 2020-21:
- Due to COVID-19, TFASC provided our intensive summer training program virtually for incoming teachers.
- Many schools are starting virtually or using hybrid models so corps members will need to adjust to continued disruption and adaption to a variety of teaching methods.
- State assessments will not be given again, so we will use teacher- school-, or district-designed Common Core-aligned assessments or other valid assessments to measure student academic growth.
- Data sharing agreements with districts in 2019-2020 remained subject to state-level educational policies.

Fiscal Year 2021-22:
- Data sharing agreements with districts for 2020-2021 remain subject to state-level educational policies.

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.

TFASC's intended outcomes in South Carolina are to recruit high-quality leaders to become teachers and address the teacher shortage, keep these teachers in the classroom longer to support school and district stability, and show a measurable effect on learning by helping students attain at least a year's worth of academic growth in a year. Our program intends to recruit at least 100 teachers a year, in pursuit of 200 teachers a year, who stay at least two years in the classroom. We aim to have 50% of these teachers be 'homegrown talent' who are from or went to school in South Carolina. We also aim for 40% retention of all participants to stay in the classroom longer-term. Lastly, we expect that our program will result in more than a year of academic growth (as measured by Common Core-aligned assessments) for all students in these teachers' classrooms.

In alignment with our mission and vision to ensure every student has the opportunity to attain an excellent education, TFASC's program focuses on equipping our teachers with the necessary mindsets and tools to succeed. We bring diverse, mission-aligned leaders to teach in low-income classrooms: the vast majority of these new teachers were not originally planning to make their career in education. Our recruitment of these high-quality teachers directly reduces the teacher shortage now, and 60% of our teachers stay a third year in the classroom and 45% stay a fourth year teaching. More of our alumni in South Carolina are working with K-12 schools than any other field. Not only do we address the short-term teaching shortage, but we are also having a positive impact on classrooms. In the 2018-19 school year, 64% of our teachers led every single student in their classes to at least more than a year's worth of academic growth. Although we did not have state assessments to measure this indicator for the 2019-20 school year, TFASC's program coaches reported that the vast majority of TFASC's corps members were on track to have their students reach at least a year's worth of academic growth. Based on our mid-year data review in January 2020, several teachers had already led their students to a year and a half of academic growth in the first five months of school, and others had already met a year worth of growth. With low-income schools testing below average on achievement tests, this kind of growth is critical to helping students close the opportunity gap. Although we will not be able to rely on state assessments to measure growth in the 2020-21 school year, we will use nationally- and regionally-administered surveys and coaching observations to measure the strength of TFASC's professional development, the growth of corps members' leadership development, teacher retention, and teacher effectiveness. We will also use teacher-, school-, or district-created assessments to measure academic growth throughout the year.

Along with individual achievement in the classroom, TFASC corps members contribute to change at a school and community level. One of our teachers at an alternative school in Florence launched a school-wide classroom behavior initiative to reduce referrals, increase attendance, and create a more positive school culture. Another teacher became the Assistant Athletic Director and Youth in Governments Chapter Leader for his high school during his second year of teaching, all while offering real-life applications for students during his science classes. He is continuing as a Chemistry and

Physics teacher this year. Recently, Yale School of Management highlighted one of their alumnus who spent years in microfinance and public education administration before joining TFASC and teaching math in a low-income school in Charleston. He wasn't planning to be a classroom teacher, but he remembered a high school student he tutored years ago in math who was using his fingers to calculate math problems. He says now: "I wasn't able to help him then because I didn't know what to do. But for the kids who are in my sphere of influence now, I do whatever I can to make sure they don't miss opportunities." He recently started his second year of teaching and plans to stay in the classroom long-term. The experience and passion that TFASC corps members bring to the classroom makes them valued teachers. In 2019 and 2020, we had multiple corps members be recognized by their schools for outstanding work. A second-year teacher won Teacher of the Year at Colleton County High School and two second-year teachers were First Runners Up for Teacher of the Year at Colleton County Middle School and Forest Hills Elementary School. We also had three Teachers of the Month recognized by their schools. In addition to our immediate impact in the classroom, schools, and communities, TFASC has a long-term impact on education. More than 60% of our alumni still work in education – either in schools, education nonprofits, or education advocacy. Others have become talented leaders across all sectors to bring the lessons of addressing educational inequity to their current work.

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' or recipients/ perceptions?

TFASC remains committed to our program plan of recruiting, developing, and mobilizing leaders to teach in low-income classrooms. We have remained consistent with the number of teachers and students we are working with annually, and continue to place at Title 1, free and reduced lunch, and public schools in at least 70% rural areas. Our model is based on attracting high-quality teachers who did not have a plan to enter the education sector. Currently, education as a major is ranked 14 out of 15 preferred majors by high school seniors, and yet having a pipeline of mission-driven teachers is a critical component of a strong education system. TFASC attracts people to education who were not originally considering teaching as a career, and we help develop them into committed, involved, and caring teachers who lead students to academic success. We believe that the first two years of a teacher's career are 'make or break' years. Teachers have the potential during these years to either

form learn skills that help them achieve impact over a long career, or they receive insufficient training and support, utilize ineffective practices, and get discouraged. TFASC's program implementation plan provides an intensive, high-touch training model for these first two years of a teacher's career, and we are currently planning a pilot to offer a version of our professional development support to other early-career teachers who are not part of the official TFASC program.

Although COVID-19 has drastically impacted how schools operate and how teachers work with students, TFASC is centering on our unique value proposition to train and develop exceptional leaders to teach in under-resourced schools. When every district in South Carolina closed classrooms last spring, we quickly adjusted our services to meet the new needs of corps members, including offering lesson planning support, mock virtual classroom practice, social-emotional support, and funding to purchase supplies and online curriculum services. We transitioned our intensive summer training program that prepares first-year teachers for the classroom to operate using a virtual format, allowing us to collaborate with other Teach For America regions to offer best-in-class professional development while including region-specific training to prepare corps members to teach within the local context of South Carolina.

Our program continues to lead to the expected outcomes of improved academic growth for students in low-income schools and the involvement of innovative, dedicated, diversity-minded leaders who would not ordinarily be in the classroom teaching. We adjust and refine our program each year to incorporate best practices, implement new initiatives that better prepare and support teachers, and make adjustments if there are any areas for improvement we see across our teacher corps. Our corps members are resilient individuals who want opportunities to help create the change that they envisioned when they signed up for Teach For America. Last year we shifted our coaching assignments to have some coaches focus on first year teachers and some coaches focus on second year teachers. We maintained much of our geographic cohort placement to ensure efficiency of visiting schools while also dividing the cohorts into years so that coaches can work with teachers who are going through similar growth curves. We are able to anticipate many pitfalls that often occur in the first year of a teacher's career and work closely with first-year corps members on overcoming these, and push our second-year corps members to tap into their own leadership as they excel in the classroom. The past several years we have also divided into first- and second-years for many in-person and virtual professional development sessions to focus on the skills needed most during the initial year of teaching and the subsequent year, and have found that cohort-based coaching and specified professional development are effective methods that we plan to continue next year.

As we planned for implementation in the 2020-21 school year, we highlighted the continued priority of developing social-emotional resilience so that teachers can be their best self and help students to be the same, despite these difficult circumstances. This strategy joins other corps member training priorities – including critical content-specific knowledge, classroom management, and education best practices – to create a well-rounded teacher who can lead their students to success. TFASC is also looking into partnerships with the University of South Carolina Upstate to implement more Adverse Childhood Experiences (ACEs) training. This is something we recognize is needed, and has been requested by our teachers. While schools do provide some professional development around this topic there is much more that corps members can learn and use to implement trauma-informed approaches to classroom management. We will lean into the areas of social-emotional resilience;

diversity, equity, and inclusion in the classroom; and trauma-informed approaches even more than before, and focus on the mindsets, habits, and values that we know teachers need to be successful as they ensure all children have the opportunity to live out their potential and create a bright future for themselves. We have moved all professional development to virtual sessions to minimize risk for teachers while still delivering critical content and building community across the state.

These programmatic improvements are informed through building and maintaining relationships with all stakeholders including: our teachers, placement partners, students, parent of our students, and the broader communities in which we serve. We request input from corps member teachers via surveys and conversations with coaches helps inform our work. Since our corps members are closest to students, their families, and the communities they serve in, they also provide unique insight into how our support of teachers can help them be most effective with the children they serve each day. Our professional development and coaching models ensure that teachers are reflecting on their practices to ensure that they are cognizant of the student experience. Through teaching in our public schools and partnering with children and families in communities that are most impacted by educational inequity, our network of changemakers is helping strengthen the education system and shaping the future of our country. We believe that the students in South Carolina will carry the work of educational equity forward long after our corps members. Therefore, we also routinely track student voice through the use of student surveys.

We're contributing to real progress for children, schools, and communities. Our district partners see us a vital leadership pipeline for talented individuals entering classrooms across our state and as a valued partner in the work for educational excellence in South Carolina. We look forward to continuing to provide our schools and districts with a talented, diverse pipeline of leaders to serve students throughout South Carolina.

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____x_____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

To date, we have not had an external evaluation of TFASC's specific program in South Carolina. However, Teach For America is one of the largest and most studied teacher-preparation and educational-leadership development organizations in the country.

- TFA encourages a lifelong commitment to education: Nationally, Teach For America has a 30-year track record of advancing educational excellence and equity in the United States through our network of remarkable and diverse leaders working to expand opportunity and access for all children. With nearly 62,000 alumni and corps members in 51 regions around the country, our network now includes 15,000 alumni teachers; 4,700 school principals, assistant principals, and

deans; more than 500 school system leaders; 1,000 policy and advocacy leaders; nearly 300 elected leaders; and more than 250 social entrepreneurs. And while only one in five Teach For America corps members had plans to teach before applying to TFA, 80% of alumni are now working in education or careers serving low-income communities.

- TFA teachers have a positive effect on student academic outcomes: In 2016, What Works Clearinghouse published a review of seven independent research studies on the effectiveness of TFA corps members. This review—which looked at more than 65,000 students across multiple states—concluded that TFA corps members have positive effects on student outcomes, especially in math and science. State-wide studies of the relative effectiveness of teacher education programs—in Louisiana, North Carolina, and Tennessee—consistently place Teach For America at or near the top in terms of participants' effects on student academic outcomes. A "gold standard" study commissioned from Mathematica Policy Research, Inc. by the U.S. Department of Education in 2015 found that students of Teach For America teachers learned 2.6 months more mathematics in a year than students in the same schools taught by teachers from traditional preparation programs or less selective alternative route programs. The study also found that students of corps members in pre-K through second grade outperformed their peers in reading by the equivalent of an additional 1.3 months of learning.

- TFA teachers have a positive effect on student socio-emotional outcomes: Along with student learning, corps members work to build relationships with students and engage and invest their families. According to a 2015 study published by the National Center for Analysis of Longitudinal Data in Education Research, students taught by TFA teachers in elementary and middle school were less likely to miss school because of unexcused absences and suspensions than students than students taught by non-TFA teachers in the same school. In South Carolina, we train corps members to use a strengths-based approach to leading their classrooms, and in particular, focus on empowering ways to support student behavior and learning such as implementing PBIS (Positive Behavioral Interventions and Supports) management systems.

- TFA programming promotes understanding: A 2018 study published in the American Political Science Review found that corps members who went through the Teach For America program graduated with a greater understanding of how societal injustices like educational inequity harm disadvantaged and low-income communities. Supporting corps members as they strengthen their ability to empower students in the classroom will lead to long-term changes for children in poverty, In an expansion of our intensive coaching program for teachers, TFASC utilizes evidence-based emotional resiliency training from Elena Aguilar's Onward curriculum -- created in response to her 25 years of experience in the education field -- to help teachers care for themselves physically, mentally, and emotionally in order to be capable, spirited, and committed leaders that children need.

For more information, the document linked here offers and overview and summary of existing research: https://www.teachforamerica.org/sites/default/files/what-the-research-says.pdf

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?

_____x_____ Yes   _____ No

If "Yes," please describe recommendations below:

> We have two suggestions to help recruit and retain teachers in under-resourced communities. First, as we continue to evaluate where TFASC can have the most impact in disadvantaged, rural communities, we are interested in implementing a more nimble process for us to get approval to work with additional districts. On the condition that any new school district meets the requirements under TFASC's placement focus, we would like to be able to quickly meet the needs of school districts to provide teachers without going through a lengthy process in order to be a more responsive partner for school districts. Second, under our current guidelines, any TFASC teacher who taught two years in South Carolina and remains in our placement districts for a third year is eligible for their teaching certificate. We would like to extend this option for teachers placed in other Teach For America regions. If they have successfully completed two years teaching out of state, and move to South Carolina for a third year in one of the identified high-need districts where we place teachers, we would like them to have the option to be eligible for their teaching certificate under the same alternative certification regulations as teachers who complete their first two years within the state.

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources		FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:			
EIA		3,000,000	3,000,000
General Fund			
Lottery			
Fees			
Federal Funds (specify):			
SEED Funding (TFA National allocates to regions)		108,483	105,000
Other Sources:			
School Partnerships		402,500	366,000
Individual Contributions		282,336	200,000
Foundation Contributions		111,050	172,000
Corporate Contributions		111,031	90,000
Other (specify):			
Carry Forward from Prior Year		-$315,881	$0

Expenditures	Description	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	Salaries, benefits	2,136,009	1,601,740
Contractual Services	Professional, graphic, marketing, grant writing services, facilitators, speaker fees	243,411	332,308
Supplies & Materials	Office, classroom supplies	50,487	56,296
Fixed Charges	Rent, utilities, telecommunications	211,952	229,644
Travel	Mileage, airfare, school visits, meetings with CMs, educational partners, legislators	114,697	124,775
Equipment	Hardware, software, subscriptions	40,262	88,785
Employer Contributions	Program expenses, CM support, professional development, coaching support, stipends, awards, certification expenses, food	572,557	588,767
Allocations to Districts/Schools/Agencies/Entities			
Other:	Operations, Finance, Marketing, HA support		
Shared Services Fee	Teacher Recruitment costs	431,906	394,947
Incoming Corps Fee	CM Professional Development, Teacher training expenses	530,000	515,000
National Institute Fee		0	0
Balance Remaining			
TOTAL:		4,331,281	3,932,262
# FTES:		23	17

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$3,000,000**
Amount of increase requested in EIA funding for FY 2021-22	**$**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$3,000,000**

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 2021-22?

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.

TFASC is proud to provide highly-qualified educators to fill teaching vacancies across the state of South Carolina. Funding TFASC receives from the State, which constitutes the majority of all financial support TFASC receives, ensures that approximately 100 new teachers receive professional development and coaching support they need to provide exemplary instruction in the classroom annually. South Carolina's commitment and steadfast financial support to TFASC has allowed our organization to grow to impact 13 school districts across the state with current teachers and alumni and more than 7,500 students annually.

We recognize the harsh toll Covid-19 has taken on state economies across the country including South Carolina's and the difficult decisions state legislators have to make in prioritizing funding decisions as revenues have decreased. It is our hope that potential budget cuts will not impact the education sector as this will have a negative impact on student achievement across the entire state. Specifically, a cut to the current TFASC allocation would be severely detrimental to our mission and impede the ability for TFASC to deliver highly performing teachers at the level we have in previous years. A reduction in support of TFASC will make it more difficult to develop our first and second year teachers during a time when quality training is most critical. This in turn will reduce the quality of instruction that students receive.

Teach For America, as a national organization, constantly evaluates its placement footprint to ensure regions are able to achieve maximum impact in the markets they serve. As in South Carolina, Covid-19 has forced TFA National to evaluate the viability of its regions for continued excellence. The unwavering and continuous commitment that the South Carolina General Assembly has shown TFASC, coupled with our student impact results and high demand from school districts, has made South Carolina an optimal region to remain a highly performing TFA region. A reduction to TFASC's state allocation may sow seeds of doubt at a National level about South Carolina's future commitment to TFA and cause the organization evaluate South Carolina as a viable market for future teacher placements.

If cuts are necessary, TFASC would be forced to reduce support to teachers and students in the following ways:

3% Reduction in EIA funding equates to $90,000 and would impact the program accordingly:

- Reduction in Professional Development for Teachers
  - Trainings include:
    - Curriculum development and implementation
    - Assessment and testing
    - Data analysis and differentiation
    - Racial equity and inclusion (REI)
  - Consequences:
    - Less competency in teachers in these critical areas of instruction
    - Loss of a vital element of the continuum of services for alternative pathways educators
- Reduction in teacher classroom coaches by 25% (TFASC staff members)
  - Consequences:
    - Teacher to coach ratio would increase, resulting in less time for classroom observations, one-on-one weekly check-ins, periodic assessments fo teacher effectiveness and general coaching duties
    - It would be difficult to provide adequate support for first-year teachers and risk a reduction in teacher tenure
    - The entire professional development plan depends on the coaching model – these are not traditional teachers who have completed teacher preparation programs and therefore require additional supports

5% Reduction in EIA funding equates to $150,000 and would impact the program accordingly:

- Same cuts as outlined for 3% reduction

EIA Programs Administered by Partnerships/Programs/Agencies

7% Reduction in EIA funding equates to $210,000 and would impact the program accordingly:

- Cuts of this magnitude would be severely detrimental to the viability of a program that annually places 100 teachers in South Carolina schools. This would not only impact current year programming, but programming and support of teachers and students in South Carolina for years to come.

10% Reduction in EIA funding equates to $300,000 and would impact the program accordingly:

- Same cuts as outlined for 7% reduction

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.

EIA Programs Administered by 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, 2020.**
- 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	**South Carolina Council on Economic Education**	**Address**	1014 Greene Street Columbia, SC 29208

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$300,000**	**FY 2021-22 EIA Funding Request**	$300,000

Program Contact	**Jim Morris**	**Division/Office**	SC Council on Economic Education
Contact Title	**CEO**	**Address**	1014 Greene Street Columbia, SC 29208
Contact Phone	**803-381-5497**	**Contact E-Mail**	Jim.morris@moore.sc.edu

Summary of Program:

The SC Council on Economic Education is the only statewide non-profit organization exclusively dedicated to improving economic education and financial literacy by helping K-12th grade teachers with teacher development and classroom resources so that they are able to educate their students to be active, successful, and prosperous members of our global economy.

Our outcome expectation is students who possess college, career and life skills with emphasis on economic knowledge and personal finance decision making skills needed to become effective consumers, producers, and citizens in our democratic society and global economy. We are also affiliated with the national Council on Economic Education which has affiliations in all 50 states and with whom we share best practices and resources. Our resources are available at no cost to teachers.

EIA Programs Administered by Partnerships/Programs/Agencies

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%0
Retained by this partnership/program/agency	$	%100
Allocated to Other Entities (Please Explain)	$	%0
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$	%100

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by 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:1984 EIA 2005 Financial Literacy Legislation (Article 1, Chapter 29, Title 59, section 59-29-410)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: (SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue.

Regulation(s): State Board Regulations require ½ semester credit of "Economics and Personal Finance" prior to graduation from High School. They also require economic and personal finance educational threads to be included in K-12 education at all grade levels.

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.

X	Yes		No

If yes, please describe: The State Board of Education requires ½ semester credit of "Economics and Personal Finance" prior to graduation from High School. They also require economic concepts and financial literacy skills to be included in K-12 education standards at all grade levels. Of note, the full implementation of past financial literacy legislation remained unfunded, and there is no requirement for statewide assessment of student learning in economics or financial literacy. Furthermore, there is no required "teacher certification" which impacts the capability and comfort level of teachers teaching economics and financial literacy in different regions in the state. In the spring of 2019, the State Board of Education approved a revised course curriculum changing the "Economics" Course to become "Economics and Personal Finance" with more rigorous standards and a significant strengthening of the Personal Finance section of the curriculum (see Enclosure-"*Standards for Economics and Personal Finance*".) AY 2019-2020 was a bridge year and this year (AY 2020-2021) the new standards will be required for graduation from all SC high schools. The SC Council on Economic Education is the only statewide organization helping the teachers to implement the new standards for classroom instruction at no cost to teachers, schools, or districts.

EIA Programs Administered by 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 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by Partnerships/Programs/Agencies

Problem/Issue	Most teachers, when assigned to teach Economics and Personal Finance, feel unprepared to teach the subject, especially in accordance with new course standards.			
Goal 1 (2019-2020), (2020-2021), and (2021-2022)	Improve the quality and availability of teacher training and leader development for K-12th grade teachers in the field of Economics and Personal Finance.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practicessupport the startegiesemployed?)	**Activities/Intervention** (What did/does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did/do you measure your outputs and outcomes? What are your outcomes or measures?)
Personal Finance continues to receive interest in the State Legislature and the SC DoE. The required high school graduation course standard was rewritten to put more rigor into personal finance and renamed "Economics and Personal Finance." See Enclosure 7 *SC Standards for Economics and Personal Finance*. Last year (AY2019-2020) was a	Teachers are certified to teach economics and personal finance if they have a degree in the field of Social Studies (e.g. history, geography or political science) but they generally are unprepared to teach economics and personal finance when assigned to teach this course. The South Carolina Council on Economic Education provides high quality teacher training through full-day and half-day	Participating teacher evaluations are overwhelmingly positive. Teacher participation continues to grow since funding was established in the State Budget in 2012. Over 426% growth in teacher workshop participation has occurred over the last six years with an	All professional development and training is voluntary and competes with other teacher time requirements. If teacher attendance rises and evaluations are excellent then this is an indication of value to teachers. Workshop participation has increased from 279 teachers in Academic Year (AY)2012-13 to 1713 teachers in AY 2019-20 which is a 514% increase since annual funding was established in	The number of teachers, students or student teams, schools, school districts are the basis for measuring outputs and outcomes. We use a common evaluation tool at the conclusion of each workshop, on which the feedback indicates high teacher satisfaction and desire to attend additional training. (Evaluations available upon request.) Teachers and students in almost 90% of the school districts in

EIA Programs Administered by Partnerships/Programs/Agencies

bridge year and this year (AY2020-21) the new course standards are required. We provide training, lesson plans and resources for K-12 teachers to teach the fundamentals of economic education (micro, macro, global), and personal finance (saving, investing, credit, school/car loans, insurance, caeer choice implications) in accordance with the new standards throughout South Carolina. This training includes the supporting threads in social studies, ELA, and math at the Elementary and Middle School grade levels (Profile of the SC Graduate).	and on-line workshops around the state, district in-services, and partnerships with colleges of education to equip pre-service teachers in the knowledge and skills necessary to effectively teach economics and financial literacy concepts. During training, we provide content training, lesson plans, and other teaching resources at no cost to teachers. We also serve as a "help desk" for teachers with classroom content and resource questions. For the last six years we have covered the cost of all activities, workshops and competitions through donations and non-state funded grants. (See Enclosure 2 *List of Programs, Activities and Events* and Enclosure 3 *List of Teacher Workshops*)	additional 44% increase this year due to our quick adjustment to on-line training, teacher participation financial incentives, and our new Financial Literacy Master Teacher Program. We received more requests from schools and districts than ever before with a 23% increase over last academic year (128 distinct workshops, competitions, and activities in AY2019-2020.) See Enclosure 2-*List of Programs, Activities and Events* and Enclosure 4-*Program Participation over Time*.	2012. As teachers learn about what we offer them, they share their experience and more teachers want to participate. This growth is in spite of teacher turnover and pandemic challenges.	South Carolina either attend workshops, participate in our student-centered contests, or both. We also assess our Return on Investment over time to monitor our financial efficiency. See Enclosures 4 "Program *Participation Over Time*" and 6 "Return on Investment".

EIA Programs Administered by Partnerships/Programs/Agencies

Problem/Issue	Students often become bored in the classroom which inhibits the learning process.			
Goal 2 (2018-2019), (2019-2020) and (2020-2021)	Improve the quality and accessibility of educational content and teaching methodologies that are engaging and relevant for students in the discipline of economics and personal finance.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?) What relevant research, evidence or best practicessupport the startegiesemployed?)	**Activities/Intervention** (What did/does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did/do you measure your outputs and outcomes? What were/are your outcomes or measures?)

Provide web-based and digitally interactive delivery methods Zoom, Nearpod, GoogleMeets, MicrosoftTeams, Webex, and gaming, which introduce and reinforce economic and financial literacy principles. Teach teachers how to implement the delivery methods. Serve as a help-desp to assist with technical implementation.	Student competitions like the Stock Market Game, the Finance Challenge, the Econ Challenge and the Econ Concepts Poster Competition make classroom learning fun and relevant. These competitions serve to address many of the characteristics, skills and knowledge identified in the Profile of the SC Graduate to include problem solving, collaboration, teamwork, knowing how to learn and use technology to find information. See Enclosure 2 *List of Programs, Activities and Events*	Student participation levels (number of students and teams) continues to grow year after year since funding was established in in the State Budget in 2012 (with some minor category adjustments due to hurricane & flooding as well as personnel changeover.) For example, the number of student teams across SC has increased every year for the last five years. Specifically, the Stock Market Game has increased each year from 368 teams in 2013 to 2361 teams in 2020 for a 542% total increase. See Enclosure 4 "*Participation Over Time*".	The number of teachers participating and students impacted has increased dramatically since state funding was established in 2012 (See Enclosure 4 Participation over Time.) Since these are all voluntary classroom competitions, the growth in participation relects perceived value to the students in the classrooms.	The number of students or student teams, schools, school districts. See Enclosures 4 "Program Participation Over Time" and 6 "Return on Investment".

EIA Programs Administered by Partnerships/Programs/Agencies

Problem/Issue	Teachers, schools and districts have limited financial incentives to encourage self-development in the teaching skills in personal finance			
Goal 3 (2019-2020), (2020-2021), and (2021-2022)	Continue the PFinancial Literacy Master Teacher Training Program			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?) What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Expand the Personal Finance Master Teacher Program with a new Cohort of 25 new teachers each year. Provide exceptional instruction from high quality instructors from across the state and nation. Provide financial incentives to	Teacher candidates for the program compete to participate. They are certified (externally tested) by a nationally recognized organization (WISE) and will be coached through the program which includes professional development (See	We recruit and track the number of teachers as they complete numerous tasks and phases of development. See Enclosure 8, "*South Carolina Financial Literacy Master Teacher Program*."	39 teachers applied and 36 teachers completed the program requirements at the Bronze level to receive a $500 incentive. 29 Teachers have initiated an application for the 2020-2021 Cohort. Which includes a $1500	We use a common evaluation tool at the conclusion of each phase which includes comments as well as classroom feedback and examples of work completed. This must be completed prior to moving to the next step. Enclosure 4

participating teachers. See Enclosre 9-Future Scholar Financial Literacy Master Teacher Program.	Enclosure 8 *Master Teacher Program*).		completion incentive for the Silver level.	*Participation over Time* will track participation.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next

Fiscal Year 2019-20:

COVID/Pandemic caused us to shift immediately to on-line technologies. The subscriptions to Zoom and other technologies was an unexpected cost as was an unexpected requirement to mail trophies, certificates, and prize checks due to the cancellation of in person award ceremonies and presentations.

In many cases our staff became the "Help Desk" for teachers as they shifted to virtual instructional tools. Although it is helpful beyond our subject matter mandate, we devoted the time to serve this teacher need. This can take a toll on our own workshop preparation time.

Personnel Turnover- A small (3.5 FTE) highly qualified and skilled team of teachers and staff is negatively impacted is personnel depart School District Weather delays, class cancellations, and school event make-up dates can reduce teacher and student participation School district participation policies- rules and permissions for teachers and students can reduce attendance and participation in workshops, training, and competitions.

Fiscal Year 2020-22:

Any reduction or loss of base-line consistent funding support will reduce our consistent ability to remain cost-free to teachers. This will reduce participation in all activities. Grant writing success can become hap hazard as foundations and donor resources must compete with more near term and tangible support requirements. (e.g. Teaching Personal Finance is less needed than basic food, shelter, medical needs.)

Significant weather events such as hurricanes and flooding has often and will continue to impact teacher and student participation

Access too on-line resources will continue to hamper any activities which are completed from home. This is particularly significan with any pandemic but has negative impact under any at home requirements.

fiscal year, 2021-22. **A bulleted format is encouraged**.

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

A. Outcomes

Further information on the impact of the Stock Market Game:

Summaries and results of the evaluations listed below can be found at
https://www.stockmarketgame.org/impact.html

- ✓ Learning Point Associates (nationally randomized, double-blind study of the impact of Stock Market Game (SMG), which cites increases in SMG students' math test scores, increases in SMG students' investing and personal financial knowledge, behavior changes for the better for both students and teachers)

- ✓ NAEP (National Assessment of Educational Progress, aka Nation's Report Card on Economics, citing increased knowledge of economics and better scores on NAEP test of SMG students)

- ✓ JumpStart Coalition (HS students' personal finance knowledge and scores improved for those who participated in an investing simulation)

SAMPLE FEEDBACK FROM TEACHERS
FORMER STUDENT REMEMBERS FINANCIAL CONCEPTS LEARNED IN THE 5TH GRADE
"Thank you for all you do to honor award winners and promote learning throughout the year. The nicely framed artwork, personalized certificate and check for my student for the poster contest were so very nice and certainly the banquet is always a lovely way to show that learning has rewards and will expose them to real world events. I have former students who are out of college now who still remembers our financial literacy unit in 5th grade and the concepts which helped them avoid debt and to make informed financial decisions."
-   Sherilynn Watts, *Color the Financial Concepts Poster* winner's teacher
    Mt. Holly Elementary School, Rock Hill District 3, 5th Grade

OVER 130 EDUCATORS ATTENDED SC ECONOMICS' CONFERENCE, *SC FINANCE FORUM*
"This was my first time to attend the South Carolina Finance Forum and I received information that will support my work with teachers and students in regards to financial literacy."
"The South Carolina Finance Forum was a GREAT conference! Loved seeing the new technology, and I was appreciative of how fast it moved along, too. Well planned! Thank you!"
"The South Carolina Finance Forum was very informative and well thought-out. Thank you for taking the time to provide it. We have miles to go with our students as we prepare them for a financially secure future."

***TEACHING ECONOMICS AND PERSONAL FINANCE* WORKSHOP**
" It was everything I hoped for. I actually got more out of this than I expected."

TEACHERS FROM ACROSS THE STATE ATTEND A *STOCK MARKET GAME WORKSHOP*
"Oh my goodness! The enthusiasm of that first buy is GREAT! I had a busy room this afternoon. Five little boys, who are normally rowdy and obnoxious, were on their chrome books comparing their portfolios and arguing over which stocks to purchase next! Love, Love it!"
-   Louann Davis Batton, *Stock Market Game Workshop*
    McCants Middle School

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' or recipients/ perceptions?

We assess each of our programs at the end of each semester based on teacher feedback and also on participation rates. We also prioritize our programs in order to apportion our time and financial resources towards high-payoff activities. Our goal is to increase annual participation by 20% of the previous year. We have accomplished this in the highest priority programs and activities. **(See Enclosure "*SC Economics - Program Participation Over Time.")***

AS mentioned previously, we gather teacher evaluations and conduct surveys which are available upon request.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

In 2011, two programs offered quantitative results of student achievements. The first program, titled "Money Matters," was delivered to third grade classes in three elementary schools and eighth grade in one middle school in Darlington School District; a total of 685 students and 17 teachers from the four schools participated. Teachers were trained prior to the school year using Financial Fitness for Life. The

students were pre-tested on their financial literacy skills and then received instruction for eight weeks on lessons from Financial Fitness for Life. At the end of the eight weeks, students were given a post-test on the same concepts as the pre-test.

Elementary Schools Pre-test
average score   Post-test
average score   Improvement between pre- and post-tests
Darlington   29%   57%   96.5%
Middle Schools   Pre-test average score   Post-test average score Improvement between pre- and post-tests
Darlington   48%   71%   47.9%
Teachers   Pre-test
average score   Post-test
average score   Improvement between pre- and post-tests
Darlington   69%   86%   25%

The second program was a localized case study at Lonnie B. Nelson Elementary, specifically in their ACE Program, for the Classroom Mini-Economy:

The Academy for Civic Engagement (ACE) prepares children to become contributing members of our democratic society and responsible citizens of our community and our world. ACE encourages active citizenship by giving students opportunities to translate civic education into community engagement.

The Academy of Civic Engagement is open to all students in grades K-5, serving 20 students per grade level. Students enrolling in grades K-5 who seek to become strong leaders and build a foundation that will afford them the opportunity for future success are eligible to apply. Students are selected by a random lottery.

Dawn Smith, ACE Lead Teacher, has attended several of SC Economics' Classroom Mini-Economy professional development programs. In turn, she has trained her staff of nine teachers on the program, and coaches the teachers throughout the program's implementation. The 5th grade students participating in this exploratory study have been participating in the Mini-Economy since Kindergarten.

Test Instrument

The Basic Economics Test (BET) is a nationally normed achievement test for 5th-8th grade students. The test was designed primarily to aid teachers in assessing and improving the quality of the teaching of economics.

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?

_____X_____ Yes   _____ No

If "Yes," please describe recommendations below:

Encourage at least one teacher per district to apply and achieve Financial Literacy Master Teacher status (progressing from Bronze, to Silver and then Gold levels of expertise) such that this teacher can be knowledgeable of new Econ and Personal Finance standards applicable for students to graduate from High School. This would encourage each school district to create an internal train-the-trainer with expertise and knowledge of available resources resident/internal to their district. These standards were in transition last academic year, however, they are now required for school year 2020-2021. Although the new standards impose no additional to the school districts we are the only organization conducting to professional development to implement this change to the educational standards.

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:	$300,000	$300,000
EIA		
General Fund		
Lottery		
Fees		
Federal Funds (specify):	$0	$0
Other Sources:		
Grant	$33,925	$50,000
Contributions	$171,764	$250,000
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**$0**	**$0**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Program Costs	$437,316	$534,000
General and Administrative	$30,687	$33,000
Fundraising	$28,327	$33,000
Balance Remaining	$0	$0
TOTAL:	**$496,330**	**$600,000**
# FTES:	**4**	**4**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$300,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$300,000**

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 2021-22?

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 $9,000 and would impact the program accordingly:

We would request that some school districts reimburse us for workshops to teachers in their districts. This will probably reduce teacher participation in professional development in the required course, "Economics and Personal Finance." This would mostly impact high school teachers. This is a newly revised course with standards approved for this year (2020-2021).

5% Reduction in EIA funding equates to $15,000 and would impact the program accordingly:

In addition to the action above, we would begin charging teachers or their school districts to participate in the student competition, "The SC Finance Challenge." This would impact about 200 additional teams for students across the state.

7% Reduction in EIA funding equates to $21,000 and would impact the program accordingly:

In addition to the action above, we would begin charging teachers or their school districts to participate in the student competition, "The SC Economics Challenge."

10% Reduction in EIA funding equates to $30,000 and would impact the program accordingly:

24

In addition to the actions above, we would stop hiring interns who have provided us with low cost graphics, marketing, and staff assistance. This would probably reduce the overall number of student, teacher, school and district participation since they might not hear or read about our free training and resources. Our staff of three full time employees, conducts the vast majority of the workshops and all the activities and competitions. We produce all of our marketing products internally using at least one intern at all times.

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. No revision is requested.

Enclosure 1- SC Economics 2020 Annual Report

Enclosure 2- AY 2019-2020 List of Programs, Activities and Events

Enclosure 3- AY 2019-2020 List of Teacher Workshops

Enclosure 4- Program Participation over Time

Enclosure 5- 2019-2020 Teacher and Student Participation Map

Enclosure 6- Return on Investment

Enclosure 7 – SC Standards for Economics and Personal Finance

Enclosure 8- Future Scholar Financial Literacy Master Teacher Program

2020

Family Financial Fun Night
Lonnie B.Nelson Elementary
November 2019

Annual Report

SOUTH CAROLINA COUNCIL ON
ECONOMIC EDUCATION
WWW.SCECONOMICS.ORG

SC Economics
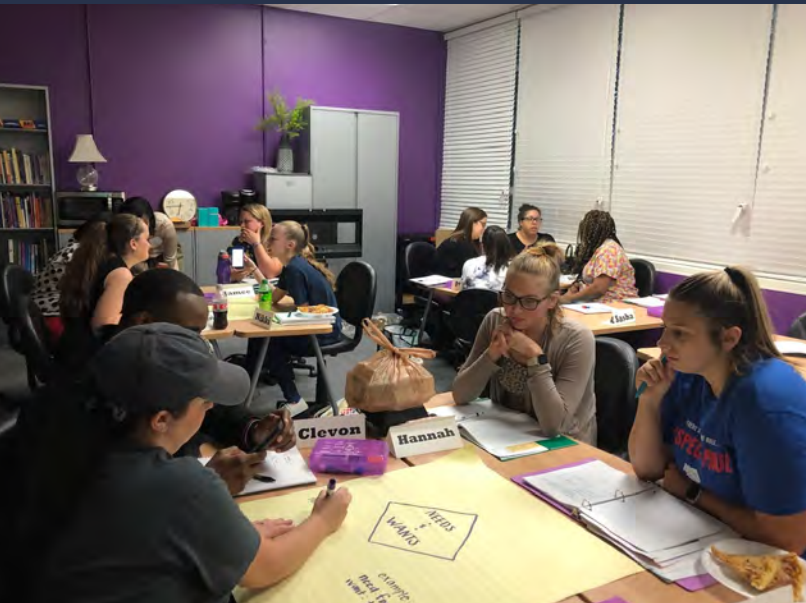
OUR MISSION & WHY

The mission of SC Economics is to provide K-12 teachers with the training and resources necessary to help them educate students with the economics and financial literacy skills needed to be active, prosperous members of the global economy.

Students should learn economics and personal finance because it will empower them to make informed decisions as workers, entrepreneurs, consumers, borrowers, savers, investors, and voters. Their futures and the future of our economy and our democracy depend upon their making informed, reasoned decisions. Economics education shows them how to do that and so much more!

"Students need financial literacy in order to help them make wiser financial decisions and having the necessary skills for today and their retirement." – Teacher, South Carolina Finance Forum

Meet Our Staff

A MESSAGE FROM THE CEO

Wow! 2020 will certainly be one for the record books. In a matter of weeks, the U.S. went from a thriving, record breaking economic growth rate, to a global pandemic, a crippled economy, and 20 million Americans out of work.

Our small, highly qualified staff immediately shifted from in-person workshops and events to live Zoom and webinar workshops. Interestingly, our participation numbers increased dramatically. Between new teaching standards for "Economics and Personal Finance" beginning this year and immediate lessons learned (or confirmed), the need is clearly evident to all teachers. We must actively encourage a culture of financial responsibility and economic understanding in ourselves, families, classrooms and communities. We must learn from our recent crisis. Students must understand that wealth is earned, saved, protected and grown over time. Preparing our future generation involves anticipating the unexpected and recognizing that our choices have financial and life changing consequences.

We are thankful to our many donors and partners who continuously support financial and economic education. We would love to speak with you about how you can further assist with our mission! Feel free to reach out to us anytime.

JIM MORRIS	RHONDA FULMER	CHANDLER JORDAN	AMANDA STIGLBAUER
Chief Executive Officer	Director of Special Initiatives	Program Director	Project Manager
jim.morris@moore.sc.edu	rhonda.fulmer@moore.sc.edu	chandler.jordan@moore.sc.edu	amanda.stiglbauer@moore.sc.edu

By the NUMBERS

2019-2020 ACADEMIC YEAR

128

EVENTS
hosted by SC Economics

23%

INCREASE IN ACTIVITIES
provided by SC Economics

2,357

TEACHERS TRAINED
in SC Economics workshops or contests

3,269

STUDENT TEAMS PARTICIPATING
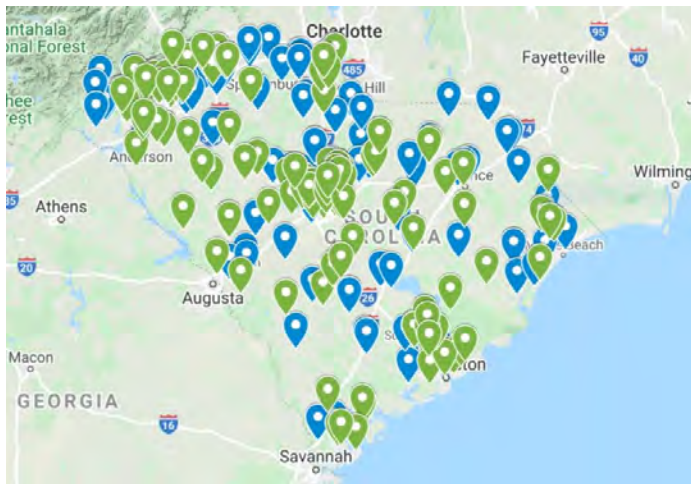in SC Economics contests

235,700

STUDENTS IMPACTED
by SC Economics programs

Teacher & Student Participation

2019-2020 SC ECONOMICS DISTRIBUTION MAP

This academic year, SC Economics provided free teacher training and student competitions in 62 school districts throughout the state.

DID YOU KNOW?

SC Economics conducts FREE in person and virtual professional development workshops for K-12 teachers and pre-service teachers. Contact Chandler Jordan at chandler.jordan@moore.sc.edu to schedule your school or district's next in-service or professional development day.

TEACHER WORKSHOP PARTICIPATION CONTINUES TO INCREASE

Hosting over 120 events over the course of the 2019-20 academic year, SC Economics continues to train and emphasize the importance of infusing economic and financial literacy from an early age. Some of our most popular professional development workshops are: *Teaching Economics Using Children's Literature, An Interactive Approach to Teaching Personal Finance, Understanding Fiscal Responsibility,* and *standards based workshops.*

Teachers Participating in SC Economics' Workshops

62

School districts in South Carolina served by SC Economics through FREE teacher workshops and student contests

44%

Increase in teacher workshop participation since the 2018-2019 school year

1700+

Teachers trained through SC Economics' workshops in the 2019-2020 academic year
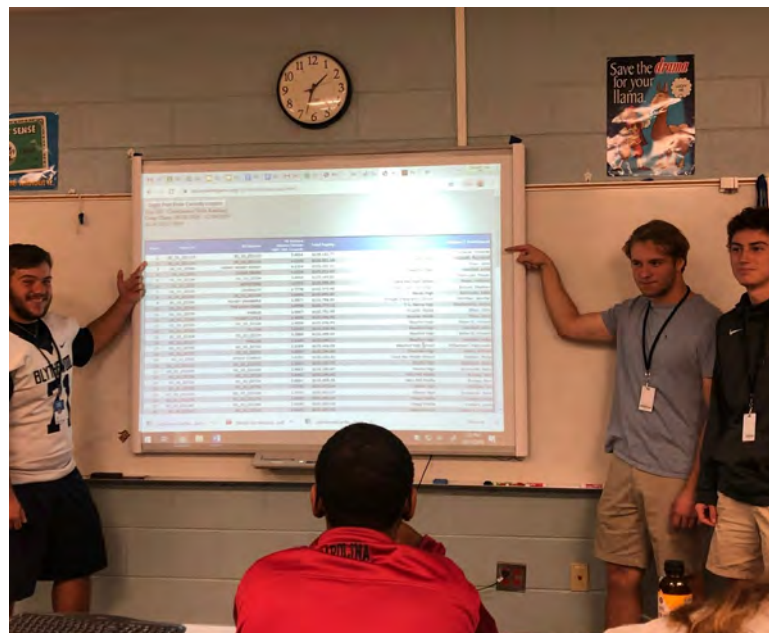
The Stock Market Game

Student Teams Participating in the SMG

Bar chart showing Student Teams Participating in the SMG by year:
- 2012-13: ~375
- 2013-14: ~775
- 2014-15: ~1,075
- 2015-16: ~1,325
- 2016-17: ~2,000
- 2017-18: ~2,050
- 2018-19: ~2,075
- 2019-20: ~2,375
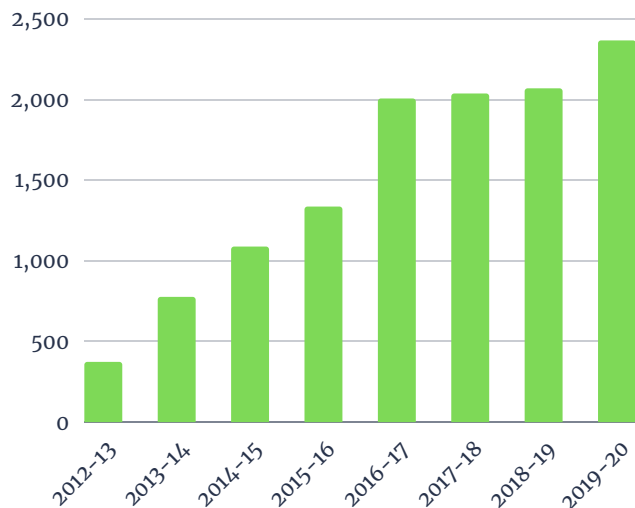
THE STOCK MARKET GAME: SOUTH CAROLINA'S PREMIER INVESTING SIMULATION

The Stock Market Game, SC Economics' most popular and competitive student contest, has a long-standing tradition of getting students excited to learn how investments grow over time, while simultaneously improving engagement in problem-solving and financial literacy. Data collected on Stock Market Participation illustrates the tremendous growth in the number of participating teams, students, and teachers since 2012. Over the past six years, this highly celebrated program has not only witnessed rapid growth in the number of participating teams, schools, and districts; its impact can also be measured by the ongoing successes of students on the national and state levels.

10K

South Carolina students played the Stock Market Game in the 2019-20 academic year

240

Teachers coached Stock Market Game teams this year

72%

increase in student participation over one academic year

Virtual PD
IN THE
COVID-19 ERA

176
Teachers attended SC Economics' Spring COVID-19 themed webinars

461
Teachers attended SC Economics' Summer Webinar Series

"I learned great tips on how to run a digital class. I hope we are back in school next year BUT if we're not I am much more equipped to do engaging and useful online classes."
Sarah Ostergaard, Irmo High School

The strength of any organization lies in its ability to adjust to change. The COVID-19 pandemic and closure of SC schools necessitated the rapid mobilization and adoption of the latest educational technology tools like GoToWebinar, Zoom, and NearPod to continue to deliver quality professional development to teachers. Rather than view this unprecedented historic event as a detriment, our staff rose to the challenge, **training more teachers than ever before**!

Successes, both inside and outside of the classroom

SC ECONOMICS RECEIVES NAEE BRONZE LEVEL CURRICULUM AWARD

Program Director, Chandler Jordan, and Project Manager, Amanda Stiglbauer, were recognized with a Bronze Curriculum Award at the National Association of Economic Educator's Spring Meeting for their original lesson plan, An Interactive Way to Teach Absolute and Comparative Advantage. This lesson allows students to create data through hands-on competitions, like texting and push ups, in order to determine the opportunity cost of each activity. Once students have determined opportunity cost, they can understand why we as individuals, states, and nations trade.

*"I really enjoyed this webinar. Thank you for being so **well-organized, knowledgeable, and professional."** - Amy Burgess, Seneca Middle School*

VIRTUAL PROFESSIONAL DEVELOPMENT

In response to the COVID-19 pandemic, SC Economics migrated to virtual professional development for the spring and summer semesters. Popular sessions included: Active Learning in the Virtual Econ Classroom, Why BMW came to South Carolina, the Role of Government in Site Selection, and 5 Tools to Teach Personal Finance. We are thankful for our partners, board members, and colleagues from around the country for helping SC Economics make virtual professional learning fun and relatable!
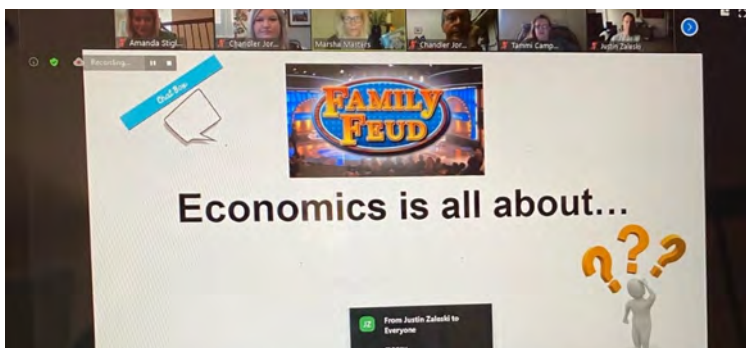
South Carolina Financial Literacy Master Teachers

Zachary Arms
Liberty High School

Michelle Cummings
West Florence High School

Stephanie Pecarro
Pleasant Knoll Middle School

Tamikah Battle
Manning Correctional Institute

Andrea Dickey
Blythewood Academy

Gary Purinton
Spartanburg High School

Stephen Bidwell
Bridge Creek Elementary

Eric Fry
Academy for Technology & Academics

Laura Reeder
Pine Grove Elementary

Ashley Bowers
Ashley Ridge High School

Denise Gartrell
Saluda Middle School

Shannon Rister
W. A. Perry Middle School

Monica Brisbon
Carolina Forest High

Megan Hanna
Heath Springs Elementary

Bradley Robinson
Greenville Technical Charter High School

Pam Bruney
Kelly Mill Middle School

Denise Harrel
Givhans Alternative

Alvalene Rogers
Wando High School

Tami Campbell
Airport High School

Harmonica Hart
Summit Parkway Middle

Yolanda Singleton
Fairfield Career and Technology Center

Leslie Carmel-Porras
Hillcrest High School

David Hymson
Anderson 5 Charter School

Desiree Smith
Alcorn Middle School

Lexie Centers
Gregg Middle School

Meghan James
Mason Preparatory School

Karin Springfield
A. C. Flora High School

William Chappell
HCS Early College High School

Kristine Lyon
Ridge View High School

Kurt Stiglbauer
Ridge View High School

Sabrina Cheek
Fairfield Central High School

Erika Marshall
Beaufort High School

Terri Vick-Phillips
White Knoll High School

Randy Clark
Lugoff Elgin High School

Sarah Ostergaard
Irmo High School

Rick Weir
Mullins High School

Sponsored by
FutureScholar
South Carolina's 529 College Savings Plan

South Carolina
Financial Literacy Master Teacher Program

SC ECONOMICS
Helping K-12 Teachers Teach Economics

9

South Carolina Financial Literacy Master Teacher Program

A BRAND NEW STATEWIDE INITIATIVE

Cohort 1 of the South Carolina Financial Literacy Master Teacher Program

Cohort 1 Represents:
22 School SC Districts
36 SC Schools
3 Elementary School Teachers
9 Middle School Teachers
24 High School Teachers
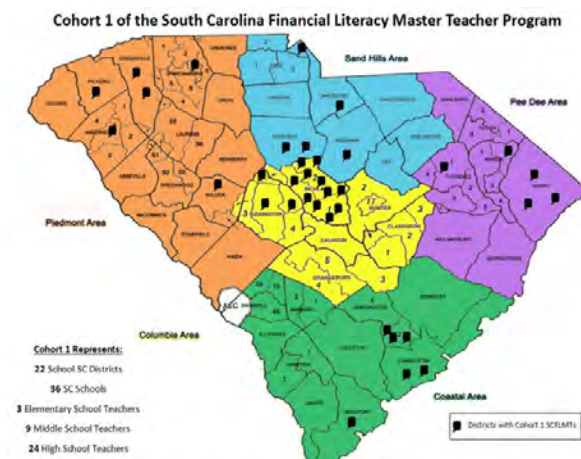
    State Treasurer Curtis Loftis recognized the first cohort of 36 educators qualified to become South Carolina Financial Literacy Master Teachers. Launched in January of this year, the new statewide initiative is designed to increase the number of teachers incorporating personal finance education into their classrooms.

    "We congratulate these wonderful educators for their commitment to promoting financial literacy. They share a passion that is important to conveying these vital life skills to students in their classrooms and to fellow teachers as they lead professional development workshops," Treasurer Loftis said. "We applaud their efforts, especially given the challenges of the current school year, and we look forward to seeing their continued growth and progress in the years to come."

    Sponsored by Future Scholar, South Carolina's 529 College Savings Plan, and in partnership with SC Economics, the South Carolina Financial Literacy Master Teacher (SCFLMT) Program provides financial incentives to K-12 teachers who are experts in the area of financial literacy and have a desire to teach professional development workshops to other educators in their schools and districts. In addition, participating teachers have access to specialized training and financial literacy curriculum resources that will better enable them to promote financial literacy education in K-12 schools.

    In order to become a South Carolina Financial Literacy Master Teacher, all applicants must complete specific professional development classes. In addition, they must create and teach professional development training. Applicants then must pass the W!SE Personal Finance Certification Test for Educators. W!SE is a nationally recognized credential, certifying that educators demonstrate the proficiency required to teach personal finance.

320
Teachers trained in personal finance instruction by SCFLMTs

36
SCFLMTs completed all first year professional requirements

32,000
Students received high quality personal finance instruction by their teachers as a result

SOUTH CAROLINA FINANCIAL LITERACY MASTER TEACHER PROGRAM

The South Carolina Financial Literacy Master Teacher Program provides incentives (see below) for K-12 teachers who are experts in the area of financial literacy and have a desire to teach professional development workshops to other educators in their school, district, or at state educator conferences. The goal is to increase the number of South Carolina students receiving high quality personal finance instruction.

South Carolina Financial Literacy Master Teachers will enter a three-year cohort and will receive an incentive at each level.

- **Bronze Level** up to $500
- **Silver Level** up to $1,000
- **Gold Level** up to $1,500

Teachers participating in professional development led by South Carolina Financial Literacy Master Teachers to receive up to $100 stipend.

Sponsored by
FutureScholar
South Carolina's 529 College Savings Plan

South Carolina Financial Literacy Master Teacher Program

(SC) ECONOMICS
Helping K-12 Teachers Teach Economics

National and State
AWARD WINNING TEACHERS

Amanda Stiglbauer, pictured below, economics teacher at Blythewood High School and SC Economics' Project Manager, was selected by the national Council for Economic Education to receive the John Morton Excellence in the Teaching of Economics Award at the high school level. This recognition reflects how Amanda's excellence makes a difference and exemplifies how the importance of economic and financial education is critical to students' future success. She was honored at the 58th Annual Financial Literacy and Economic Education Conference in October in Los Angeles, CA. Pictured right: Chandler Jordan (Program Director), Kurt Stiglbauer, Amanda Stiglbauer, and Dr. Gary Stone (board member).

Dr. Ashley Bowers, pictured above, of Ashley Ridge High School was selected unanimously as the SC Economics Teacher of the Year. Dr. Bowers has the ability to weave relevant threads of life and career experiences into her classrooms while teaching English, Literature, Composition and so on. Many of the threads relate to career decision-making, personal finance, and real-world problems in economics (the study of choice). Dr. Bowers was also identified as the first qualified participant in the South Carolina Financial Literacy Master Teacher Program in January of 2020.

"Now, more than ever before, it is imperative that we make our content relevant and relatable. For students, let's make sure econ comes alive for them. Make the world your classroom and show students that economics is EVERYWHERE!" Amanda Stiglbauer, John Morton Excellence in Teaching Economics Award winner

2020 WINNERS

SOUTH CAROLINA STUDENTS CONTINUE TO EXCEL IN NATIONAL ESSAY WRITING CONTEST

Sarah Gesiler of Beaufort High School was named the 3rd Place Winner of the National InvestWrite writing competition sponsored by the SIFMA Foundation. In conjunction with the Stock Market Game, students are encouraged to enter this essay competition which expounds on their investment knowledge.Sarah's teacher, Ms. Erika Marshall, has been an advocate for SC Economics programming for years and was identified by our State Treasurer, Curtis Loftis, as a South Carolina Financial Literacy Master Teacher in 2020.

3rd Place National Winner (Fall)
High School Division

Hayley Hightower of Kelly Mill Middle School pitched a $50,000 investment plan to fund her dream to attend college and become a sports agent and now she's being recognized as the best in South Carolina! Reflecting on Oprah Winfrey's inspiring statement, "Whatever our dreams, ideas or projects, we plant a seed, nurture it and then reap the fruits of our labor," Hayley Hightower pitched virtual investors for a capital investment to seed her dream and her financial plan was so compelling that it won her first in South Carolina in the Fall 2019 InvestWrite® competition.

1st Place State Winner (Fall)
Middle School Division

Vishnu Abboy of Green Charter School was the 1st Place elementary InvestWrite winner for Spring 2020. Vishnu joins a legacy of InvestWrite winners, as his older brother was our state winner from last year! Pictured right, the Abboy family was congratulated by Jim Morris and Chandler Jordan of SC Economics and Lisa Donnini from the SIFMA Foundation.
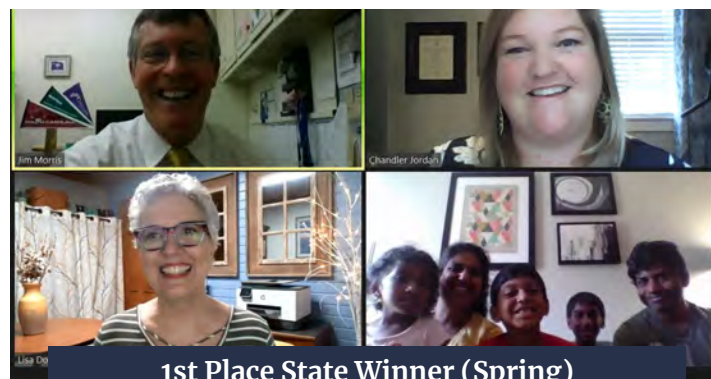
1st Place State Winner (Spring)
Elementary Division

Family
FINANCIAL FUN NIGHTS

"Thank you for showing my children how important it is to understand needs/wants and that even simple items all cost something! Teaching them to make financially smart decisions and save now, can really impact their futures. Thank you for coming to our school and offering this program to my family."
Lindsey Belville, Parent at Bridge Creek Elementary School

In partnership with Wells Fargo, SC Economics hosted two Family Financial Fun Nights at two schools in the Columbia area. On Tuesday, October 22 we hosted 20+ families at Bridge Creek Elementary and on Monday, November 25 we hosted over 100 participants at Lonnie B. Nelson Elementary. During the program, students and their families work through six different stations that teach financial literacy, getting stamps on their passport. At the end of the night, students turn in their passport for a prize and have a meal with their family. See pictures from Lonnie B. Nelson Elementary below. We believe that personal financial decision making skills start very early in life.

"Thank you, thank you, thank you for orchestrating such an amazing event last night! We really enjoyed the activities provided for the families and also the yummy pizza!"
Kenyatta Gallman, Lonnie B. Nelson Elementary, Ace Lead Teacher

WELLS FARGO

COUNCIL FOR
Economic Education
You're never too young to learn about money

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Rebecca Gunnlaugsson - Acuitas Economics
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AND A HUGE THANKS TO OUR 2019-2020 DONORS!

Over $50,000
Future Scholar 529 College Savings
SC Education Oversight Committee

Over $10,000
Council for Economic Education
University of South Carolina

Over $1,000
Federal Reserve Bank of Richmond
Jump$tart Coalition of South Carolina
Midlands Gives
Nexsen Pruet Law Firm
Rebecca Gunnlaugsson
Strategic Development Group
Winthrop Center for Economic Education

Other Contributions

AARP
Columbia College
Eric Steiner
Gary L. Stone
Jessica Law
Jim Morris
IM Dickson Foundation

Mark Ballew
Neda K. Beal
Next Gen Personal Finance
Numa Hero
SC Chamber of Commerce
Thomas Dougall
Wells Fargo Bank

SC ECONOMICS 2019-20 AUDITED FINANCIALS

REVENUE AND EXPENSE

TOTAL REVENUE	PROGRAM EXPENSES	GENERAL & ADMINISTRATIVE	FUNDRAISING	TOTAL EXPENDITURES
505,689	437,316 88.1%	30,687 6.2%	28,327 5.7%	496,330 100%

For sponsorship opportunities and a copy of SC Economics' audited financial statements completed by Mauldin & Jenkins, LLP, please contact Jim.Morris@moore.sc.edu   803-777-8677

Encl 2

<mark>AY 2019-20 List of Programs, Activities and Events</mark>	Grade Level
Workshops - 90	All
Competitions - 11	
Stock Market Game x 2	Middle/HS
Capitol Hill Challenge	Middle/HS
SC Statehouse Challenge (year long)	Middle/HS
InvestWrite 2 National winners	Middle/HS
SC Finance Challenge X 2	Middle/HS
SC Econ Day/Challenge	HS
SC Econ Concepts Poster Competition	Elem/Middle
Young Entrepreneur	All
Conferences & Symposiums (2)	
Finance Forum	All
E-STEM Bus Tour	All
Other Activities (25)	
Treasurer's 529 SFFLMT Program	All
DMSB Econ Outlook Conf	All
Webinars	All
Invest It Forward (FL/Econ Classroom Volunteers)	All
Teacher Scholarships to Conferences	All
Teacher Award Recommendations	All
Panel Participation	All
Award Presentations (In person and zoom)	All

<mark>128 Total in AY 2019-20</mark>

	SC ECONOMICS	2019-2020 WORKSHOP LIST						
Date	Presenter Name	Name of Workshop	Type of Workshop	Location of Workshop	District	TOTAL Number of Teachers Registered	TOTAL Number of Teachers in Attendance	Number of SOUTH CAROLINA Teachers in Attendance
7/8/19	Amanda/Chandler/Jim	3rd Annual Bus Tour	Teacher	Bridgestone Tire Plant, Aiken, SC			15	15
July 10, 2019	Amanda/Chandler	Alignment Guides	Teacher	SCEA			47	47
July 19, 2019	Jim	Personal Finance	Officers/NCOs	Fort Jackson			25	25
July 25, 2019	Rhonda	Personal Finance	Resources Provided	Blythwood Academy			1	1
July 31, 2019	Chandler	Econ Standards	Coaching Session	Lexington/Richaland 5	Lex Rich 5		1	1
July 31, 2019	Amanda	New Social Studies Teacher Training	Teachers	Blythewood High School	Richland 2		4	4
Aug 1, 2019	Chandler	Fed TCC Meeting	Teachers	Charlotte Fed Reserve Bank			10	10
Aug 15, 2019	Gary Stone	Fake News	Teachers	Easley High School	Pickens		32	32
Aug 15, 2019	Gary Stone	Best Pratices in Economics	Teachers	Easley High School	Pickens		12	12
Aug 15, 2019	Gary Stone	AP Economics	Teachers	Easley High School	Pickens		2	2
Aug, 15, 2019	Chandler	Children's Lit	Teachers	Charles Pinckney Elem	Charleston		2	2
Aug, 15, 2019	Chandler	Seas, Trees, and Econ	Teachers	Charles Pinckney Elem	Charleston		13	13
Aug, 15, 2019	Chandler	Math and Econ Connections	Teachers	Charles Pinckney Elem	Charleston		13	13
Aug 16, 2019	Chandler/Stephen	Stock Market Game	Teachers	Blythwood High	Richland 2		13	13
9/16/19	Amanda	Daniella Cook's Class	Pre-Service	USC			14	14
9/17/19	Chandler	Stock Market Game Workshop	Teachers	Nexsen Pruet	ALL		12	12
9/20/19	Chandler	SC Economics/Master Teacher	School District	River Bluff High School	ALL		52	52
9/25/19	Chandler/Jim	Fed Joint Council Meeting	Fed/Educators	Charlotte Fed Reserve Bank			20	20
9/27/19	Chandler	Economics and Personal Finance	Teacher	Greenville (Embassy Suites)	ALL		13	13
9/27/19	Chandler	Children's Lit	Teacher	Greenville (Embassy Suites)	ALL		6	6
9/28/19	Chandler	Personal Finance	Teacher	Greenville (Embassy Suites)	ALL		13	13
9/30/19	Amanda	Elem Econ	Pre-Service	Columbia College			21	21
October 5, 2019	Amanda/Gary	One Day AP Simulaion	Teachers	CEE (LA)			16	16
October 5, 2019	Amanda	Teacher Round Table	Teachers	CEE (LA)			60	60
Oct. 8, 2019	Chandler	University 101	College	USC			18	18
October 9, 2019	Chandler/Jim	Next Gen Personal Finance	Teachers	Columbia (Marriott)	ALL		40	40
10/15/19	Chandler	Interactive Ways to Teach Personal Finance	Teachers	Nexsen Pruet	ALL		27	27
10/18/19	Chandler	Economics and Personal Finance	Teachers	Ridge View High School	Richland 2		8	8
10/18/19	Chandler	Fake News	Teachers	Ridge View High School	Richland 2		11	11
10/18/19	Amanda	Mercantilism: A Blast from the Past	Teachers	Ridge View High School	Richland 2		12	12
10/18/19	Kurt	Econ Fun and Games	Teacher	Ridge View High School	Richland 2		30	30
10/21/19	Chandler	Fake News (x2)	Teachers	Chester Park	Chester		25	25
10/21/19	Chandler	Seas, Trees, and Econ	Teachers	Chester Park	Chester		4	4
10/21/19	Chandler	Stock Market Game (x2)	Teachers	Chester Park	Chester		10	10
10/22/19	ALL	Family Financial Fun Night (61 in attendace)	Teachers/Students/Parents	Bridge Creek Elem	Richland 2		20	20
10/28/19	Kurt	Fake News (x2) Econ Fun and Games	Teachers	Wilson High School	Florence		50	50
10/30/19	ALL	SC Finance Forum	Teachers/Partners	Double Tree Columbia, SC	ALL		109	109
10/30/19	Chandler	Fake News	Teachers	Double Tree Columbia, SC	ALL		13	13
10/30/19	Chandler	Interatives for Teaching Personal Finance	Teachers	Double Tree Columbia, SC	ALL		18	18
10/31/19	Chandler	Economics and Personal Finance	Pre-Service	USC Upstate			15	15
11/05/19	Chandler	Economics and Personal Finance	Pre-Service	Costal Carolina			19	19
11/07/19	Chandler	FFFN Planning and SC Economics Info	Teachers	Lonnie B Nelson Elem	Richland 2		12	12
11/12/19	Chandler	Economics in the 2020 Standards	Teachers	Nexsen Pruet	ALL		22	22
11/21/19	ALL	Book Club: Nudge	Teachers	Grill Marks	ALL		12	12
11/25/19	Jim	Finance 101	College Students	UofSC			1	1
11/25/2019	ALL	Family Financial Fun Night (119 in attenace)	Teachers/Students/Parents	Lonnie B Nelson Elem	ALL		40	40
12/1/2019	ALL	SCFLMT - Cohort 1	ALL	DMSB	ALL		46	46
12/2/2019	ALL	Economic Outlook	Teachers	DMSB	ALL		5	5
12/5/19	Jim	Steve Slifer Econ Outlook	ALL	Daniel Island Club	ALL		1	1
12/9/19	Jim	Rotary: Jim Speaker	ALL	Seewells	ALL		1	1
12/10/19	Chandler	TCC at Fed	ALL	Charlotte Fed Reserve Bank	ALL		10	10
12/12/19	Jim	Finance Challenge	Teachers	GSSM	GSSM		1	1
12/18/19	Chandler	Finance Challenge	Teachers	Kelly Mill	Kelly Mill		2	2

Date	Person	Event	Audience	Organization/Location	Region			
1/4/20	ALL	SCFLMT Workshop	Teachers	DMSB	ALL			
1/29/20	Chandler	Stock Market Game: Lesson and Stratigies	Teachers	Nexsen Pruet	ALL		24	24
2/4/20	Chandler	Hands-On Approach to Economics	Teachers	Greenville Distict Office	Greenville		12	12
2/6/20	Chandler	SCDoE Unit Development	Teachers	Midlands Tech Airport Campus	ALL		5	5
2/9/2020	Amanda	UFR Webinar	Teachers	Webinar	ALL		45	45
2/11/20	Chandler	Elementary Economics	Teachers	Nexsen Pruet	ALL		35	35
2/14/20	Chandler	Economics in K-2	Teachers	Dunston Elem	Charleston		15	15
2/14/20	Chandler	Economics in 4-5	Teachers	Dunston Elem	Charleston		34	34
2/17/20	Chandler	Hands-On Approach to Economics	Teachers	Chapin Middle	Lex/Rich 5		20	20
2/20/2020	Amanda	Webinar - Economics and Personal Finance Adv	Teachers	Webinar	ALL		6	6
2/21/2020	Chandler	Interatives for Teaching Personal Finance	Teachers	SCBEA	ALL		27	27
2/21/2020	Chandler	Table at SCBEA	Teachers	SCBEA	ALL		18	18
2/21/2020	Chandler	Stock Market Game	Teachers	SCBEA	ALL		9	9
2/27/20	Chandler	NAEE Conference	Teachers	Jacksonville	York		8	8
3/4/20	Chandler	TCC at Fed	Teachers	Charlotte Fed Reserve Bank	ALL		2	2
3/5/20	ALL	Plans, Pints, and Pies	Teachers	Hunter Gatherer Columbia	Richland 2		10	2
3/7/2020	Jim	W!SE Study Session with A. Dickey	Teacher	Starbucks	Richland 2		6	6
3/8/2020	Jim	Economics of Bees		Columbia			1	1
3/19/20	Amanda and Chandler	SCFLMT Information and Test Review	Teachers	GotoWebinar	ALL		6	6
3/24/20	Amanda and Chandler	SCFLMT Information and Test Review	Teachers	GotoWebinar	ALL	8	7	7
3/24/20	Chandler	They Told Me to Teach Econ?!	Pre-Service	Zoom (USC Upstate)	Spartanburg	9	9	9
3/26/2020	Amanda	UFR: Civics Revisions	Teachers	GoToWebinar	ALL	8	8	8
4/2/2020	Amanda	Personal Finance 101 Budgeting & Banking	Teachers	GoToWebinar	ALL			
4/14/2020	Amanda	UFR: History Revisions	Teachers	GoToWebinar	ALL			
4/15/20	Chandler	Mid-Week Meet Up	Teachers	Zoom	ALL			
4/21/20	Amanda	UFR: Media and COVID 19	Teachers	GotoWebinar	ALL	19	3	3
4/30/20	Amanda	UFR: Secuitry and COVID 19	Teachers	GotoWebinar	ALL	77	54	54
5/6/20	Amanda	UFR: Tax and COVID 19	Teachers	GotoWebinar	ALL	71	48	48
5/7/20	Chandler and Amanda	AP Review	Teachers	Zoom	ALL	72	44	44
5/7/2020	Amanda	Econ 101: Productive Resources and Scarcity	Teachers	GoToWebinar	ALL	68	37	16
5/14/2020	Amanda	Econ 102: OC, Marginal Analysis, Comparative	Teachers	GoToWebinar	ALL	146	77	1
5/19/2020	Amanda	Covid 19: Media Perception	Teachers	GOToWebinar	ALL	187	101	1
6/2/2020	Amanda	Microeconomics 201: Supply, Demand, Equilibri	Teachers	GOToWebinar	ALL	66	37	1
6/2/2020	Chandler	5 Resorces in 50 min with NGPF	Teachers	Zoom	ALL			
6/9/2020	Chandler	Why BMW Came to SC	Teachers	Zoom	ALL	66	46	46
6/16/2020	Chandler	Allocating Resources	Teachers	Zoom	ALL	62	48	48
6/23/2020	Amanda	US-Germany Trade Relationship and German A	Teachers	Zoom	ALL	67	54	54
6/30/2020	Chandler	Taking the EEEK Out of Economics	Teachers	Zoom	ALL	58	44	44
						69	55	55

SC ECONOMICS - PROGRAM PARTICIPATION OVER TIME

	Fall 2012	Spring 2013	AY 12-13	Fall 2013	Spring 2014	AY 13-14	Fall 2014	Spring 2015	AY 14-15	Fall 2015	Spring 2016	AY 15-16	Fall 2016	Spring 2017	AY 16-17	Fall 2017	Spring 2018	AY 17-18	Fall 2018	Spring 2019	AY 18-19	Fall 2019	Spring 2020	AY 19-20
Statewide Workshops																								
Teachers	143	136	279	148	361	509	373	438	811	387	302	689	453	689	1142	609	416	1025	547	643	1190	999	714	1713
Stock Market Game Total																								
Teachers	25	42	67	66	66	132	49	72	121	57	86	143	67	106	173	99	151	250	48	158	206	141	99	240
Teams	153	215	368	332	439	771	539	544	1083	616	715	1331	801	1200	2001	816	1216	2032	777	1287	2064	843	1518	2361
Students	642	898	1540	1287	1765	3052	1395	2158	3553	2223	2180	4403	2521	3936	6457	3075	4864	7939	2104	3968	6072	5570	4888	10458
Schools	29	39		44	61		39	50		43	78	121	59	144		73	114	187	42	90	132	80	72	152
Districts	16	21		20	24		23	26		24	28		33	40		36	37	73	22	45	67	33	26	59
Capitol Hill Challenge (included in SMG spring total)																								
Teachers		11	11		15	15		12	12		10	10		10	10		12	12		10	10		13	13
Teams		95	95		125	125		68	68		81	81		73	73		71	71		47	47		34	34
Students		325	325		425	425		340	340		405	405		255	255		284	284		162	162		115	115
Schools		11	11		13	13		11	11		9	9		10	10		12	12		11	11		13	13
Districts		9	9		13	13		10	10		9	9		8	8		12	12		10	10		10	10
State House Challenge — Not available until AY 2017-18 (included in SMG spring total)																								
Teachers																				19	19		15	15
Teams																				208	208		237	237
Students																				594	564		732	732
Schools																				18	18		15	15
Districts																				11	11		9	9
InvestWrite																								
Teachers										24	2	26				7	2	9	5	1	6	6	2	8
Students		53	53	0	26	26	33	0	33	236	20	256	64	32	96	93	11	104	28	2	30	92	23	115
Invest It Forward																								
Total Participation												9						31			64			68
Classroom Volunteers																					25			25
InvestWrite Judge																					39			43
Engagements																					2			0
Econ Challenge																								
Teachers		13	13		9	9		9	9		11	11		9	9		13	13		11	11		6	6
Teams		73	73		64	64		58	58		29	29		45	45		84	84		66	66		58	58
Students		319	319		246	246		214	214		101	101		138	138		337	337		264	264		214	214
Schools		13	13		9	9		9	9		9	9		9	9		7	7		11	11		6	6
Districts		10	10		7	7		6	6		6	6		7	7		6	6		7	7		5	5
Finance Challenge																								
Teachers	NA	15	15	15	13	28	26	14	40	15	16	31	15	12	27	16	11	27	14	8	22	10	4	14
Teams	NA	115	115	140	160	300	290	169	459	132	132	264	114	124	238	160	130	290	141	100	241	114	57	171
Students	NA	470	470	486	600	1086	1067	620	1687	504	528	1032	440	496	936	640	520	1160	532	223	755	456	218	674
Schools	NA	15	15	15	13		24	14		15	15	30	15	12 ?		16	8	24	13	7	20	10	4	14
Districts	NA	11	11	11	12		19	10		14	11	25	14	10 ?		13	8	21	13	7	20	5	4	9
Econ Concepts Poster																								
Teachers		53	53		30	30		49	49		40	40		44	44		30	30		22	22		20	20
Students		809	809		716	716		905	905		524	524		573	573		367	367		326	326		276	276
Schools					21	21		30	30		22	22		31	31		21	21		16	16		10	10
Districts					9	9		15	15		11	11		15	15		15	15		11	11		7	7
Young Entreprenuer																								
Finalists		5	5		5	5		13	13		14	14		16	16		14	14		15	15		17	17

	Fall 2012	Spring 2013	AY 12-13	Fall 2013	Spring 2014	AY 13-14	Fall 2014	Spring 2015	AY 14-15	Fall 2015	Spring 2016	AY 15-16	Fall 2016	Spring 2017	AY 16-17	Fall 2017	Spring 2018	AY 17-18	Fall 2018	Spring 2019	AY 18-19	Fall 2019	Spring 2020	AY 19-20
Winners		5	5		5	5		5	5		5	5		5	5		3	3		5	5		5	5
Future Scholar Vault	Fall 2015 - Spring 2019																							
Schools Engaged												125			145			162			186			
Teachers Trained												137			152			512			186			
Students												5490			10,270			14,363			12,934			
Districts												33			48			46			40			
SCFLMT	Not available until AY 2019-2020																							
Number of SCFLMT																								36
Teachers Trained																								320
Students																								32,000
Schools																								36
Districts																								22
Awards Luncheon		260	260		270	270		287	287		260	260		285	285		210	210		270	270			
SC School Districts																					72/81			62/81

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SC ECONOMICS

TEACHER AND STUDENT PARTICIPATION
2019-2020

Schools in SC that had **TEACHERS** participate in SC Economics Professional Development

Schools in SC that had **STUDENTS** participate in SC Economics Contests or Competition

RETURN ON INVESTMENT (ROI)

Year	Revenue (Total/-IK)	Teachers (Workshop)	Teachers Engaged-est.	Students Impacted-est.	$/Teacher SC Econ	$/Teacher State $	$/Student SC Econ-T	$/Student State $
CY 2011	490/386		454	45,000	$1079.30		$10.89	
2012-13 e	524/442	279	600	64,000	$873.33	$500.00	$8.19	$4.69
AY 2013-14	507/450	509	2300	75,000	$220.43	$130.43	$6.76	$4.00
AY 2014-15	450/366	811	1803	124,000	$249.58	$166.38	$3.62	$2.41
AY 2015-16	557/472	689	1200	100,000	$464.17	$250.00	$5.57	$3.00
AY 2016-17	601/507	1142	1421	150,000	$422.94	$211.12	$4.01	$2.00
AY 2017-2018	574/494	1025	1542	150,000	$372.24	$194.55	$3.82	$2.00
AY 2018-2019	571/494	1190	1652	160,000	$345.64	$181.60	$3.57	$1.88
AY 2019-2020	506/428	1713	2046	200,000	$247.62	$146.62	$2.53	$1.50

Notes: The state provides $300K (State) but SC Economics raises other funds from donations and grants (SC Econ)

(Total/-IK) is total income/total income minus In Kind donations

AY 2013-14 and 2014-15 were somewhat inflated due to Financial Flix numbers

AY 2015-16 dropped Financial Flix numbers. Oct 2015 was big flood

AY 2016-17 dropped Geni Revolution numbers. Oct 2016 Hurricane. Mar 2016 Program Director gap

AY 2017-18 Program Director reverted to part time to return to the classroom. Future Scholar program adjusted metrics.

CY 2019 shifts from EverFI Vault to FL Master Trainer Program through Future Scholar

Every $10K increases numbers by 40 teachers and 3952 students (10K/$247.62=40)

SC Econ provides: Resources (lesson plans, videos, documents), substitute reimburse, Incentive $methodology, content, help desk, engage, prizes, trophies, meals, CE Credits, best practices, collaborators, standards, relevance, links FREE.

South Carolina Standards for Social Studies: Economics (2011)

Standard ECON-5: The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.

Enduring Understanding: Individuals are impacted by the financial choices they make and the careers they choose. Wise and informed personal financial decisions can benefit individuals in both the immediate and the distant future. To understand the impact of personal financial decisions, the student will utilize the knowledge and skills set forth in the following indicators:

ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.

ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.

ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.

South Carolina Standards for Social Studies: Economics and Personal Finance (2020)

Standard 2: Demonstrate an understanding of how scarcity and choice influence individual financial decisions.

Enduring Understanding: Financial literacy is imperative in making individual economic decisions regarding spending, careers, and setting short- and long-term financial goals. The tools of decision-making and marginal analysis are essential in evaluating possible financial options. The ability to make wise choices can impact one's standard of living and future earning potential.

EPF.2.ER Research and analyze the factors that impact personal income and long-term earning potential.

This indicator was developed to encourage inquiry into the factors that influence personal income. It also prompts inquiry into various post-secondary options and the opportunity cost incurred when various college or career paths are taken.

EPF.2.IN Identify and explain the functions of different types of financial institutions and how they assist individuals in achieving short- and long-term financial goals.

This indicator was developed to encourage inquiry into how financial institutions act as intermediaries between savers and borrowers, and how they facilitate the flow of money in the economy. This indicator also prompts the examination of the relationship between financial institutions and the public to enable liquidity and facilitate economic growth.

EPF.2.CC Determine financially responsible ways that individuals acquire and use credit.

This indicator was developed to encourage inquiry into the various forms of credit and the advantages and disadvantages of using credit for purchases. This indicator also encourages inquiry into the importance of establishing and maintaining good credit and the indicators of creditworthiness.

EPF.2.IP Develop a personal finance strategy for investing, protecting, purchasing, and saving resources.

This indicator was developed to encourage inquiry into the process of effectively managing income by creating a personal budget. Further inquiry into this indicator encourages active discourse on the merits and consequences of saving and investing.

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South Carolina
Financial Literacy
Master Teacher Program

FutureScholar
South Carolina's 529 College Savings Plan

SC ECONOMICS
Helping K-12 Teachers Teach Economics

State Treasurer Curtis Loftis is proud to announce the **South Carolina Financial Literacy Master Teacher Program**, sponsored by the **Future Scholar 529 College Savings Plan**.

The South Carolina Financial Literacy Master Teacher Program provides incentives to K-12 teachers who are passionate about teaching financial literacy and empowering their students to take charge of their financial future.

Learn how you can be a part of this exciting new program:

FutureScholar.com/SCFLMT

As administrator of Future Scholar, Treasurer Loftis is a passionate advocate of financial education.

South Carolina Financial Literacy Master Teachers will enter a three-year cohort and will receive an incentive at each level.

Bronze Level up to $500

Silver Level up to $1,000

Gold Level up to $1,500

Teachers participating in professional development led by South Carolina Financial Literacy Master Teachers to receive up to $100 stipend.

The South Carolina Financial Literacy Master Teacher Program is administered by SC Economics.

PARTNERSHIPS/PROGRAMS/AGENCIES

Program Summary			
EIA-Funded Program Name	Center for Educational Partnerships	Address	222 Wardlaw Building, 820 Main Street, Columbia, SC 29208

FY 2019-20 EIA Appropriation	$715,933	FY 2020-21 EIA Funding Request	$1,253,433 – 1,908,433

Program Contact	Dr. Cindy Van Buren	Division/Office	Academic Affairs, College of Education, University of South Carolina
Contact Title	Assistant Dean, College of Education & Director, Center for Educational Partnerships	Address	222 Wardlaw Building, 820Main Street, Columbia, SC 29208
Contact Phone	803-777-6417	Contact E-Mail	vanburen@sc.edu

Summary of Program:

The Center for Educational Partnerships (CEP) at the University of South Carolina (UofSC) College of Education (COE) is a consortium that is made up of educational programs and initiatives funded under the SC Education Improvement Act of 1984. The following programs come together to form the funded members of the Center for Educational Partnerships: South Carolina Middle Grades Initiative (SCMGI), South Carolina Writing Improvement Network (SC-WIN), South Carolina Educational Policy Center (SCEPC), South Carolina School Improvement Council (SC-SIC) and South Carolina Geographic Alliance (SCGA). CEP also has affiliate partners that support the goal to be engaged in partnerships with schools, families and communities to support and sustain quality K-12 education in our state. Affiliate members include the Carolina Teacher Induction Program (CarolinaTIP), the UofSC Professional Development Schools Network (UofSC-PDS), the Office of Educational Outreach (OEO) in the COE, the Carolina Family Engagement Center (CFEC) and the Center for Teaching Quality (CTQ), an educational non-profit organization.

While each of the five core organizations have their individual goals, strategies and successes, they also work together to implement projects related to several over-arching objectives of the Center to include:
• Assisting rural, low-performing or at-risk schools
• Positively impacting the teacher shortage in SC
• Helping the state gather impact data on graduate impact on student learning

CEP has six budget lines, one for each of the five funded members and one for CEP overall. In 2017-2018, CEP overall accepted proposals related to these above goals in an effort to help bridge gaps that exist in SC in these areas. In addition, CEP provided a susbstantial amount of funding to the exploratory year of the CarolinaTIP program. In 2018-2019, approximately 85% of CEP overall funding was allocated for CarolinaTIP. In 2019-2020, approximately 60% of CEP

overall funding was allocated for CarolinaTIP. CEP has a robust website at
http://cep.sc.gov/Pages/default.aspx.

- 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, 2020.
- 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 and electronic copies should be sent to Hope Johnson-Jones at hjones@eoc.sc.gov.

PARTNERSHIPS/PROGRAMS/AGENCIES

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how are the funds allocated?

Allocation of Funds	$715,933	% of Total Line Item
Allocated to School Districts	$405,933	% 56
Retained by this partnership/program/agency in personnel costs	$75,000	% 10
Research Support to Schools and Districts	$75,000	% 10
Support to School Improvement Councils in SC	$75,000	% 10
Support for Implementing the Carolina Teacher Induction Program	$85,000	% 14
TOTAL:	$ 715,933	% 100

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 are 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	%
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 exclude National Board supplements and Teacher Supply Funds.	80%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	20%
Special Education Services	
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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:	100%

Total should reflect 100%.

PARTNERSHIPS/PROGRAMS/AGENCIES

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: Education Finance Act; Education Improvement Act ; Act 135; Education Accountability Act; Read
to Succeed Act
59-20-10; 59-24-50; 59-5-450; 59-26-20; 59-141-10; 59-18-1310; 59-18-900; 59-18-1500; 59-
155-140

Proviso:
1A.41. (SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

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	_____XXX_____	No

If yes, please describe:

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 2019 - 20), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2020 - 21); and
3. for the planned subsequent fiscal year (FY 2021 - 22) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.
4.

The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the Profile of the SC Graduate as relevant.

Fiscal Year 2019-20	
Problem/Issue	In working toward the implementation of the SC Profile of the Graduate, three gaps exist in SC which the Center for Educational Partnerships seeks to address: Assisting rural, low-performing or at-risk schools Positively impacting the teacher shortage in SC Helping the state gather impact data on graduate impact on student learning
EIA Goal 1 CEP Goal 1	EIA Goal 1: Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance teacher practice and student achievement. CEP Goal 1: To provide ideas, resources, professional development; research into best practice which impact these three gaps and to build and sustain meaningful partnerships related to these goals through focus on the development and implementation of the Carolina Teacher Induction Program (CarolinaTIP).

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)

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The Center for Educational Partnerships overall provided resources, funding to support professional development, research into best practice and worked to develop and maintain critical partnerships in the state.	Provided support to 113 induction teachers who are UofSC graduates employed in 63 schools in six school districts while developing the initial support compenents of CarolinaTIP. Conducted Professional Development for CarolinaTIP teachers through quarterly meetings, in-class visits, job embedded coaching and a celebration conference at the completion of the pilot year. Build Relationships with future participants in the program including UofSC students, district personnel, and College of Education faculty.	Growth of Program – 38 schools with 54 induction teachers participated in 2018-2019 along with 13 Year Two teachers from 2017-2018. All scheduled events for 2019-2020 were held with he exception of the face to face end of year celebration. Due to Covid this was held virtually. The information sessions were held in the summer of 2019 for eligible teachers. 100% of attendees at information session signed up to participate. Four professional development sessions were held followed by an end-of-year celebration. University Induction Coordinator and CEP leadership met with all interns in the senior year, faculty, the Midlands Educator Effectiveness Roundtable, the CarolinaTIP Advisory Board and the District Collaboration Group.	99% of induction teachers involved in the program returned to the classroom in 2020-2021. Evaluation results showed that teacher stress declined while self-efficiacy and job satisfaction increased. 54 out of 57 eligible teachers joined the program for Cohort 2, Year 2. 12 remained eligible for Cohort 1 Year 3.	The Research, Evaluation and Measurement Center (REM) at UofSC designed the evaluation plan for CarolinaTIP. Final evaluation results for 2019-2020 are appended to this report. Surveys and focus groups with participants conducted by REM. Records have been kept of outreach efforts and program leadership is constanty engaging in reflective analysis on what can be improved.
The South Carolina Geographic Alliance provided teaching	In-service Teacher Professional Development:	In-service Teacher Professional Development: • Offered district-level and	In-service Teacher Professional Development:	In-service Teacher Professional Development: • Post-event participant

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materials and professional development tailored to state and local curriculum.	• The SCGA provided up-to-date content, best practice pedagogy, and innovative materials for geography education related to the new academic standards. Pre-service Teacher Professional Development: • The SCGA provided future teachers with mentoring, content knowledge, and classroom materials as they begin their careers. Curriculum and Materials Development: • The SCGA provided and developed teaching materials of the highest quality to meet the needs of South Carolina student Student Engagement: The SCGA provided opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of geospatial technologies.	conference professional development for teachers. • Served on the Board of Directors for the National Council for Geographic Education. Pre-service Teacher Professional Development: • Offered university-level professional development workshops at SC colleges. Curriculum and Materials Development: • Served as writer for SC Social Studies Academic Standards and Alignment Guides. • Wrote grant proposal for a website of African American historic sites in South Carolina with video, audio, and lesson plans for the SC Department of Education. • Wrote grant proposal to create geography and history curriculum materials for the National Geographic Society. Student Engagement: • Conducted programming with SC Giant Traveling Map in elementary and middle schools. Conducted GPS activities for area elementary schools.	• 34 workshop or conference events for 772 in-service teachers were conducted. Pre-service Teacher Professional Development: • 14 workshops were conducted for 308 pre-service teachers at Columbia College, Furman University, Clemson University, others. Curriculum and Materials Development: • Distributed more than 1,500 posters, books, atlases, and other curriculum materials to South Carolina students and educators. Student Engagement: • Provided direct instruction to more than 167 students with Giant Map program and GPS. NOTE: The SCGA averages about 2,800 teacher/student participants annually. This decreased to 1,247 participants due to COVID-19 (no classroom access).	evaluations are consistently high (most recent event: 100% Strongly Agree that the workshop was a valuable PD opportunity). Pre-service Teacher Professional Development: • Post-event participant evaluations are consistently high (most recent event: 100% Strongly Agree that the workshop was a valuable PD opportunity). Curriculum and Materials Development: • SCGA materials have received excellence awards and other recognition by the National Council for Geographic Education, the South Carolina State Library, and the South Carolina General Assembly. Student Engagement: • The popularity of the SC Giant Traveling Map program doubled in recent years, but had a decline in use due to COVID-19.

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The Writing Improvement Network provided support to districts and schools in preparing their students for meeting the requirements of the Profile of a South Carolina Graduate.	Provided professional development based on current research. Developed a technical assistance plan that focused on ELA academic standards of greatest need by analyzing available data. Collaborated with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on underperforming schools. Participated with other education related agencies and projects that affect ELA instruction.	WIN prepared 9 workshops for K-12 teachers and administrators focused on rigorous classroom instruction and preparation for state testing. The final 2 workshops were cancelled due to COVID-19 restrictions. WIN assisted in schools and districts across the state providing needed professional development. WIN presented and/or assisted at state and regional conferences – SCEDA, SC Middle Schools, SC Leaders of Literacy, SC Council for the Social Studies, SC Association of School Librarians. WIN consultants continued to assist the SCDOE with the SCCCRS, and serving on range finding committees for SC READY. Preparations were made for SCCTE and SCIRA workshops but these were cancelled due to COVID-19 restrictions. WIN provided assistance to university level students who had not passed the reading or writing portions of PRAXIS Core. WIN continued work with ETV agreeing to create lesson plans incorporating SCCCRS for ELA and Disciplinary Literacy	WIN served approximately 2,000 teachers, students, and administrators through the various WIN initiatives: -targeted professional development needs for schools and districts -workshops - conference presentations - assistance to those taking PRAXIS Core. Approximately 18,000 students attended Columbia City Ballets EdOutreach performances and were able to take advantage of prepared units.	Approximately 99% of participants of WIN services indicated they agreed with the relevance of the services provided to their needs.

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		available to teachers and schools across the state. WIN contributed to a newly established website, Stories of Survival. This website was designed to tell the stories of SC Holocaust survivors with supporting materials for teachers at all grade levels to use in their classrooms. These materials incorporate the SC ELA Academic Standards and SC Social Studies Standards. WIN wrote educational units to accompany Columbia City Ballet's EdOutreach performances. These units were correlated to SCCCRS and included STEAM related activities. WIN established an information sharing relationship with SCDNR's Department of Archaeology Education Office. From the beginning of COVID – 19 restrictions through the end of the year WIN continued communications and assistance with teachers and schools via phone conversations, e-mails, and virtual avenues.		
The SC School Improvement Council provided resources, training, and technical	Developed print, electronic, and online resources, as well as a variety of training	Training offerings on SIC Basics, SIC Leadership, and other topical areas produced and conducted.	SIC Handbook available online for download from the SC-SIC website in English and Spanish.	Local SIC compliance was tracked through SC-SIC Member Network.

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assistance to the state's 1,100-plus School Improvement Councils. SC-SIC also coordinated the SC Education Policy Fellowship Program (SC-EPFP). Targeted assistance was provided to 25 schools in 5 districts and a dozen classroom teacher partners through the Carolina Family Engagement Center.	materials and technical assistance for local SICs, their members, and other constituencies. Provided training to local SICs and others on SIC roles, responsibilities, and operations. Coordinated SC Education Policy Fellowship Program (SC-EPFP).	SIC Basics training videos were available online through SC-SIC website. SIC Handbook, SIC brochure, quarterly electronic newsletter, and periodic email updates produced. Web site and local SIC composition (SC-SIC Member Network) updated. District/school SIC trainings conducted. Individualized Engagement for Outcomes sessions held with a selected local SIC. In partnership with SCDE, four regional training sessions were conducted for school Parent Liaisons, reaching over 100 participants. Annual SIC District Contact Meeting was conducted in the fall. Due to COVID-19 the SC-SIC Annual Meeting scheduled for April was cancelled. SC-SIC award winners were announced via social media video. Monthly SC Education Policy	Some 23 SIC training sessions conducted statewide reaching more than 445 participants. Additional sessions were adversely impacted by COVID-19. Local SIC membership and composition data was compiled through the SC-SIC Member Network database for 1,100-plus SICs and nearly 13,000 local SIC members statewide. One local SIC assisted through Engagement for Outcomes project. Materials, information, and resources on SICs provided to 22,000-plus individuals through SC-SIC listserv. Posted social media activity of over 1,105 Facebook page "likes" and 3,000-plus Twitter followers. Seventeen professionals trained through the SC	Attendance records of SIC training offerings were maintained. Survey/evaluation data and feedback of SIC training offerings were maintained. Number of publications distributed were maintained.

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		Fellowship Program sessions were conducted September through February, but later sessions were suspended due to COVID-19. (To be made up virtually in fall 2020.) Participated in the SCDE School Improvement Advisory Group to provide research support to state school transformation initiatives. SC-SIC presented two classroom sessions at the UofSC College of Education on the roles, responsibilities, and operations of local School Improvement Councils. In response to COVID-19 closures, targeted guidance was provided to local SICs regarding production of their 2020 SIC Report to the Parents, and holding virtual SIC meetings.	Education Policy Fellowship Program. Over 35 SIC District Contacts were trained in local SIC responsibilities, with positive feedback received on SC-SIC initiatives and programs.	
The South Carolina Educational Policy Center provided research support to local schools and districts as well as policy makers.	Provided training/training materials to SCDE staff, coaches, and liaisons working with various schools across the state (e.g., CSI, priority, CFEC schools).	Updated and revised the four-year school climate profiles. Developed four-year school climate profiles (2016-2019) for selected schools across the state using the report card surveys completed by parents,	School climate profiles were produced for selected schools across the state. 2015-2018 and/or 2016-2019 school climate profiles were provided to various schools including CSI,	State percentiles associated with the identified school climate dimensions were used to assess change in schools implementing improvement or magnet strategies.

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Collaborated with staff from the SCDE, EOC, and CERRA on updating and revising the parent school report card survey. Consulted with policymakers on state policy issues. Assisted rural districts and schools with research and development needs. Participated in the SC School Improvement Advisory Group to provide research support to state school transformation initiatives.	teachers, and students in every public school. Updated and revised the interpretation guide for the 2016-2019 school climate profiles. Provided training/training materials on school climate profiles to staff from the Office of School Transformation, transformational coaches, and liaisons working with CSI, priority, or CFEC schools. Provided research data on the relationship between school climate and student/school performance to staff from the General Assembly and SCDE. Collaborated with Florence 3 on the development of a proposal for a 2019-2020 SC Innovation Grants Funding Opportunity to serve at-risk 7th and 8th graders. Collaborated with Richland 2 and Spartanburg 5 on the development of magnet proposals for the 2020-2025 Magnet Schools Assistance Programs to be implemented in selected schools in these districts.	priority, and CFEC schools. Transformational coaches and liaisons used climate data for school improvement initiatives at CSI, priority, or CFEC schools. SC's parent report card survey was revised. School climate profile data was used as an outcome to assess the effectiveness of federal magnet schools, family engagement centers, and a variety of other projects.	Improvement in school climate dimensions was tracked each year for the CSI and priority schools. Climate improvement is associated with improved student and school level outcomes. Feedback from coaches and other SCDE staff was incorporated into successive trainings. Funding received by districts or schools assisted by the SCEPC was tracked.

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		Assisted with the selection of research-based strategies, development of logic models, project methodology, and evaluation design to schools, districts, and policymakers.		
The South Carolina Middle Grades Initiative supported professional development and other enriching experiences for in-service and preservice middle level educators	**In-service Teacher Professional Development:** Awarded micro-grants for certified teachers to attend the SC AMLE State Conference, thus enabling them to attend sessions and bring new learning back to their respective schools and colleagues. **Pre-service Teacher Professional Development:** Awarded micro-grants for teacher candidates to attend the SC AMLE State Conference, thus enabling them to attend sessions and bring new learning back to their respective institutions and fellow teacher candidates. **Curriculum and Materials Development:**	**In-service Teacher Professional Development:** Provided micro-grants for certified teachers to attend the SC AMLE State Conference in March. **Pre-service Teacher Professional Development:** Provided micro-grants to teacher candidates to attend the SC AMLE State Conference in March. **Curriculum and Materials Development:** Assisted with the development of a higher education professor literacy group to focus on Literacy in the disciplines. Higher education professors of literacy from across the state formed this literacy group. The group created a needs assessment survey and began to build a professional network. 15 schools applied and were	**In-service Teacher Professional Development:** Awarded micro-grants for 23 certified teachers (from 15 different schools) to attend the SC AMLE State Conference in March. **Pre-service Teacher Professional Development:** Awarded micro-grants for 13 teacher candidates to attend the SC AMLE State Conference in March. **Curriculum and Materials Development:** Assisted with the development of a higher education professor literacy group to focus on Literacy in the disciplines. This group created a needs survey that was sent to 9 experts in the field to vet the content.	**In-service Teacher Professional Development:** Certified teacher micro-grant recipients were surveyed. Over 114 additional certified teachers received professional development from grant attendees in their home schools. 100% of certified teachers who attended stated they would like to present at this conference in the future and 100% indicated that they would attend this conference again in the future. **Data collection was hindered by COVID-19. **Pre-service Teacher Professional Development:** Teacher candidate micro-grant recipients were surveyed. Over 10

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Assisted with the development of a higher education professor literacy group to focus on Literacy in the disciplines. Assist with Schools to Watch programming abd designations.	reviewed for designation or re-designation. All were visited by a team.	Experts were from across the country. 20 cognitive interviews were held across SC to further vet the survey. Presented about this groups work at conferences both in state and across the nation. 13 schools were either named as a School to Watch or were re-designated.	additional teacher candidates received professional development from grant attendees in their home higher education institutions. 100% of teacher candidates who attended stated they would like to present at this conference in the future and 100% indicated that they would attend this conference again in the future. **Data collection was hindered by COVID-19 **Curriculum and Materials Development:** Literacy Group completed survey development and sent it to identified principals. Presented to four conferences and applied to one more to promote outreach about this endeavor. Schools to Watch Rubric.

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Fiscal Year 2020-21				
Problem/Issue	In working toward the implementation of the SC Profile of the Graduate, three gaps exist in SC which the Center for Educational Partnerships seeks to address: Assisting rural, low-performing or at-risk schools Positively impacting the teacher shortage in SC Helping the state gather impact data on graduate impact on student learning			
EIA Goal 1 CEP Goal 1	EIA Goal 1: Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance teacher practice and student achievement. CEP Goal 1: To provide ideas, resources, professional development; research into best practice which impact these three gaps and to build and sustain meaningful partnerships related to these goals through focus on the development and implementation of the Carolina Teacher Induction Program (CarolinaTIP).			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
The Center for Educational Partnerships overall provides resources, funding to support professional development, research into best practice and worked to develop and maintain critical partnerships in the state.	Providing support to 131 induction teachers who are UofSC graduates employed in 70 schools in five midlands school districts and in the Berkeley County Lowcountry Pilot by implementing the initial support compenents of CarolinaTIP for Year One, Year Two and Year Three teachers. Conducting Professional	Growth of Program - 68 schools currently participing, up from 63 in 2019-2020 and 36 in 2018-2019. All scheduled events for 2020-2021 have been moved to virtual formats. Each of the 113 teachers will get individual and responsive coaching regardless of whether they are in the first, second or third year of teaching.	90% of induction teachers involved in the program will return to the classroom in 2021-2022. 100% of induction teachers involved in the program the first two years returned to the classroom in 2019-2020. 99% of the induction teacher involved in the	The Research, Evaluation and Measurement Center (REM) at UofSC designed the evaluation plan for CarolinaTIP. Results will be available in July 2021 for the 2020-2021 year. Surveys and focus groups with participants will be conducted by REM.

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	Development for CarolinaTIP teachers through quarterly meetings, in-class visits, job embedded coaching and celebration conference at the completion of the pilot year Building and Maintaining Relationships with future participants in the program including UofSC students, district personnel, and College of Education faculty	University Induction Coordinator and CEP leadership will meet with all interns in the senior year, faculty,the Midlands Educator Effectiveness Roundtable, the CarolinaTIP Advisory Board and the district collaboration group virtually in 2020-2021.	program in 2019-2020 returned to the classroom in 2020-2021. Evaluation results showed that teacher stress declined while self efficiacy and job satisfaction increased. 62 out of 67 eligible teachers joined the program for Cohort 3, Year 1. 100% of induction teachers who attended an information session have joined the program.	Records have been kept of outreach efforts and program leadership is constanty engaging in reflective analysis on what can be improved.
The South Carolina Geographic Alliance is providing teaching materials and professional development tailored to state and local curriculum. NOTE: The new 2020 SC Social Studies College- and Career-Ready Standards now contain three years of geography instruction	In-service Teacher Professional Development: • The SCGA is providing up-to-date content, best practice pedagogy, and innovative materials for geography education related to the new academic standards. Pre-service Teacher Professional Development: • The SCGA is providing future teachers with	In-service Teacher Professional Development: • Offering district-level and conference professional development for teachers. Pre-service Teacher Professional Development: • Offering university-level professional development workshops at SC colleges. Curriculum and Materials Development:	In-service Teacher Professional Development: • 10 workshop or conference events for In-service teachers have been conducted in Fall 2020 (as of 9/9/20). Pre-service Teacher Professional Development: • 18 workshops are planned or already conducted for pre-service teachers at Columbia College, Furman University, Clemson	In-service Teacher Professional Development: • Post-event participant evaluations are consistently high (most recent event: 100% Strongly Agree that the workshop was a valuable PD opportunity). Pre-service Teacher Professional Development: • Post-event participant evaluations are consistently high (most

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in K-12 (previously this was one year). This has meant a substantial increase in demand for SCGA services and materials.	mentoring, content knowledge, and classroom materials as they begin their careers.
	
	Curriculum and Materials Development:
	• The SCGA is providing and developing teaching materials of the highest quality to meet the needs of South Carolina student
	
	Student Engagement:
	  The SCGA is providing opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of geospatial technologies.
		• Serving as writer for SC Social Studies Inquiry Lesson Project.
		• Creating lesson plans to align with new social studies standards.
		• Updating a website of African American historic sites in South Carolina with video, audio, and lesson plans with $31K grant from SC Department of Education.
		• Creating geography and history curriculum materials with $10K grant from National Geographic Society.
		• Aligning local history materials with geography standards via partnership with Historic Columbia Foundation.
		
		Student Engagement:
		• Conducting programming with SC Giant Traveling Map in elementary and middle schools.
		• Conducting GPS activities for area elementary schools.
		
		NOTE:
		  See www.scgeo.org/resources for materials.
			University, others, during the Fall 2020 semester.
			
			Curriculum and Materials Development:
			• Distributing more than 500 posters, books, atlases, and other curriculum materials to South Carolina students and educators.
			
			Student Engagement:
			  This programming has been suspended by COVID-19 considerations. We hope to engage here in Spring 2021.
				recent event: 100% Strongly Agree that the workshop was a valuable PD opportunity).
				
				Curriculum and Materials Development:
				  SCGA materials received a Media Award from the National Council for Geographic Education for its online map of African American History sites.

The Writing Improvement Network provides support to districts and schools in preparing their students for meeting the requirements of the Profile of a South	Provide professional development based on current research. Develop technical assistance plans that focus on SC ELA	WIN will conduct 8 workshops (dependent on COVID-19 restrictions workshops will be virtual and face-to-face) for K-12 teachers and administrators introducing strategies that provide rigorous	WIN will track the number served in each of its initiatives for 2020-2021.	WIN will conduct evaluations at the conclusion of each of its initiatives.

Carolina Graduate.	Academic Standards of greatest need by analyzing available state test data. Collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on those in underperforming schools. Participate with other education related agencies and projects that affect ELA instruction across the state of South Carolina.	classroom instruction and preparation for state testing. The emphasis for each workshop is determined by the SC Department of Education's SC READY Data Review. WIN will assist in schools and districts across the state providing needed professional development. To best meet school needs during this year WIN will survey teachers and schools to determine any additional needed assistance. WIN will present and/or assist at state and regional conferences – SCCTE, SCIRA State Conference, SCIRA Fall Literacy Conference, SCEDA, SC Middle Schools, SC Leaders of Literacy, SC Council for the Social Studies, SC Association of School Librarians. WIN consultants will continue to assist the SCDOE with the SCCCRS, and serving on range finding committees for SC READY. WIN will provide assistance to university level students who have not passed the reading or writing portions of PRAXIS Core. WIN will continue to contribute to the website, Stories of Survival. This website was designed to tell the stories of SC		

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		Holocaust survivors with supporting materials for teachers at all grade levels to use in their classrooms. WIN will add a section to this site with an emphasis on teaching tolerance. These materials incorporate the SC ELA Academic Standards and SC Social Studies Standards. WIN will continue to create units to be distributed at workshops and to schools/districts as requested. These units will incorporate strategies for improving identified weaknesses such as evaluating sources for relevance, credibility, and validity; analyzing how various structures provide information and/or support claims; utilizing instructional methods that encourage student engagement as a means to improve student learning and increase student achievement; and developing and strengthening writing of various modes in preparation for SC READY's TDA writing prompts. All units will incorporate media literacy and strategies for distance learning. WIN will work to expand its relationship with SCDNR's Department of Archaeology Education Office.		

		WIN will write educational units to accompany Columbia City Ballet's EdOutreach performances. These performances are designed for children PK-Grade 5.These units are correlated to SCCCRS and include STEAM related activities. WIN will begin to write educational units to accompany Columbia City Ballet's regular season productions focusing on material to be used in middle and high school classes. For example, this year CCB is performing Dracula, materials will incorporate SC ELA Academic Standards, SC Social Standards, and SC Visual and Performing Arts Standards.		
The SC School Improvement Council provides resources, training, and technical assistance to the state's 1,100-plus School Improvement Councils. SC-SIC also coordinates the SC Education Policy Fellowship Program (SC-EPFP). Targeted assistance is provided to 25 schools in	Develop print, electronic, and online resources, as well as a variety of training materials and technical assistance for local SICs, their members, and other constituencies. Provide training to local SICs and others on SIC roles, responsibilities, and operations.	Training offerings on SIC Basics, SIC Leadership, and other topical areas are produced and conducted. Due to restrictions of COVID-19, no face-to-face training sessions are being conducted. Virtual training modules (taped and live) are under development for use in 2020-21. SIC Basics training videos are available online through SC-SIC website.	SIC Handbook is available online on the SC-SIC website for download in English and Spanish. Local SIC membership and composition data is compiled through the SC-SIC Member Network database for 1,100-plus SICs and nearly 13,000 local SIC members statewide. Statutory deadline for local SIC reporting to the SC-SIC	Survey/evaluation data and feedback of SIC training offerings is maintained and used to update and revise training offerings, and to develop new training offerings. The number of publications distributed (electronic and print) are maintained. In the interest of cost-efficiency, SC-SIC relies

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5 districts and a dozen classroom teacher partners through the Carolina Family Engagement Center.	Coordinate the SC Education Policy Fellowship Program (SC-EPFP). While SC-EPFP is suspended in 2020-21 due to restrictions of COVID-19, several virtual make-up sessions will be held in the fall for the 2019-20 cohort.	SIC Handbook, SIC brochure, quarterly electronic newsletter, and other resources are produced. In response to COVID-19, a new online video feature, "SIC180," has been created to provide periodic 3-minute updates on topics pertinent to SICs for social media and web delivery. Web site and local SIC composition (SC-SIC Member Network) are updated. Statutory deadline for local SIC reporting to the SC-SIC Member Network database is November 15. Individualized Engagement for Outcomes sessions are to be held with one selected local SIC (to be resumed post-COVID-19). SC Education Policy Fellowship Program (SC-EPFP) sessions are suspended in 2020-21 due to restrictions of COVID-19. Several virtual make-up sessions will be held in the fall for the 2019-20 cohort. Regional training sessions for Parent Liaisons in partnership with SCDE are not currently	Member Network database is November 15. Annual SC-SIC District Contact annual training will be held this fall in a virtual format. Individualized Engagement for Outcomes sessions are to be held with one selected local SIC (to be resumed post-COVID-19). Materials, information, and resources on SICs is provided to the SC-SIC listserv of some 22,000 individuals. To date, social media activity has increased to over 1,100 Facebook page "likes" and 3,100-plus Twitter followers.	primarily on electronic publications. Stories and examples of local SIC efforts and successes are shared via the SC-SIC website, to include an activity resource library of impactful SIC work in a variety of areas, readily accessible for viewing and/or downloading for other SICs across the state.

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		being scheduled due to COVID-19. Participates in the SCDE School Improvement Advisory Group to provide research support to state school transformation initiatives. Class presentations at the UofSC College of Education (graduate level) are to be scheduled for the 20-21 academic year.		
The South Carolina Educational Policy Center provides research support to local schools and districts as well as policymakers.	Provide training/training materials to SCDE staff, school district personnel, coaches, and liaisons working with various schools across the state (e.g., CSI, priority, TSI, ATSI, CFEC) as needed. Collaborate with staff from the SCDE, EOC, and CERRA in analyzing data from the state teacher, parent, and student school report card surveys from previous years to recommend any necessary revisions.	Develop four-year school climate profiles based on previous years data (2016-2019) from the parent, teacher, and student report card surveys as needed. 2019-2020 school climate surveys were not administered due to changes in school and testing schedule related to COVID-19. Provide training/training materials on school climate profiles to personnel working with various schools across the state (e.g., CSI, priority, TSI, ATSI, CFEC) as needed. Provide research data on the relationship between school climate and student/school	School climate profiles based on previous years data will be produced for various schools across the state as needed. Transformational coaches and liaisons will use climate data for school improvement initiatives at CSI, priority, TSI, ATSI, and CFEC schools. Recommendations for revision of SC's report card surveys will be provided as needed based on SCEPC analyses of data from previous years.	State percentiles associated with the identified school climate dimensions are used to assess change in schools implementing improvement or magnet strategies. Improvement in school climate dimensions will be tracked each year for the CSI, priority, TSI, and ATSI schools. Climate improvement is associated with improved student and school level outcomes. Feedback from coaches and other SCDE staff will

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	Consult with policymakers on state policy issues. Assist rural districts and schools with research and development needs. Participate in the SC School Improvement Advisory Group to provide research support to state school transformation initiatives.	performance to staff from the General Assembly and SCDE. Collaborate with rural school districts on the development of plans for school improvement initiatives. Collaborate with Florence 3 on revising the 2019-2020 SC Innovation Grants proposal to reapply for more funding to continue to serve the identified at-risk students during the 2020-2021 school year. Assist with the selection of research-based strategies, development of logic models, project methodology, and evaluation design to schools, districts, and policymakers.	School climate profile data will be used as an outcome to assess the effectiveness of federal magnet schools, family engagement centers, and a variety of other projects.	be incorporated into successive trainings. Funding received by districts or schools assisted by the SCEPC will be tracked.
The South Carolina Middle Grades Initiative supported professional development and other enriching experiences for in-service and preservice middle level educators	**In-service Teacher Professional Development:** Award micro-grants for certified teachers to attend the SC AMLE State Conference in March, thus enabling them to attend sessions and bring new learning back to their	**In-service Teacher Professional Development:** Provide micro-grants for certified teachers to attend the SC AMLE State Conference in March. **Pre-service Teacher Professional Development:** Provide micro-grants to teacher candidates to attend the SC AMLE State Conference in March.	**In-service Teacher Professional Development:** List number of awarded micro-grants for certified teachers to attend the SC AMLE State Conference in March. Increase participation from last year. **Pre-service Teacher Professional Development:**	**In-service Teacher Professional Development:** Survey certified teacher micro-grant recipients. From survey determine the number of additional certified teachers who received professional development from grant attendees in their home schools.

respective schools and colleagues. **Pre-service Teacher Professional Development:** Award micro-grants for teacher candidates to attend the SC AMLE State Conference in March, thus enabling them to attend sessions and bring new learning back to their respective institutions and fellow teacher candidates. **Curriculum and Materials Development:** Assist with the higher education professor literacy group as they continue to focus on Literacy in the disciplines. Assist with Schools to Watch programing and designations.	**Curriculum and Materials Development:** Support the higher education professor literacy group as they continue to focus on Literacy in the disciplines. This work will continue with survey tabulation and outreach. Provide support for schools who apply and are reviewed for designation or re-designation.	List number of awarded micro-grants for teacher candidates to attend the SC AMLE State Conference in March. Increase number of participants from last year. **Curriculum and Materials Development:** Report survey results and action items as a result of the survey. Detail outreach activities. List number of schools that were either named as a School to Watch or were re-designated. .	**Pre-service Teacher Professional Development:** Survey teacher candidate micro-grant recipients. From the survey, determine the number of additional teacher candidates who received professional development from grant attendees in their home higher education institutions. **Curriculum and Materials Development:** Survey progress of collaborative group (and the schools with which they work) to gauge success. Schools to Watch Rubric, as well as surveys from professional development attendees.

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Fiscal Year 2021-22				
Problem/Issue	In working toward the implementation of the SC Profile of the Graduate, three gaps exist in SC which the Center for Educational Partnerships seeks to address: Assisting rural, low-performing or at-risk schools Positively impacting the teacher shortage in SC Helping the state gather impact data on graduate impact on student learning			
EIA Goal 1 CEP Goal 1	EIA Goal 1: Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance teacher practice and student achievement. CEP Goal 1: To provide ideas, resources, professional development; research into best practice which impact these three gaps and to build and sustain meaningful partnerships related to these goals through focus on the development and implementation of the Carolina Teacher Induction Program (CarolinaTIP).			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
The Center for Educational Partnerships overall provided resources, funding to support professional development, research into best practice and worked to develop and maintain critical partnerships in the state.	Plan to provide support to all induction teachers who are UofSC graduates employed in all schools in five midlands school districts and in Berkeley County Schools. Plan to expand to all UofSC graduates in Lexington School District One.	There is much interest and excitement around CarolinaTIP to include schools and districts needing support, potential funding partners and other IHEs across the state and nation. University Induction Coordinator and CEP leadership will continue to meet with all interns in the senior year, faculty,the Midlands Educator Effectiveness Roundtable, the CarolinaTIP Advisory Board and District Collaboration Group.	90% of induction teachers involved in the program will return to the classroom in to the classroom in 2021-2022. Evaluation results will show that teacher stress declined while self efficacy and job satisfaction increased.	The Research, Evaluation and Measurement Center (REM) at UofSC designed the evaluation plan for CarolinaTIP. Report results will be shared. Surveys and focus groups with participants will be conducted by REM.

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	Plan to expand to three high need school districts in SC. Plan to add an HBCU as a partner in this work. Plan to conduct Professional Development for Carolina TIP teachers through quarterly meetings, in-class visits, job embedded coaching and celebration conference at the completion of the year. Plan to build and maintain relationships with future participants in the program including UofSC students, district personnel, and College of Education faculty.		95% of all eligible teachers will join the program.	Records will be kept of outreach efforts and program leadership is constanty engaging in reflective analysis on what can be improved.
The South Carolina Geographic Alliance will provide teaching materials and professional development tailored to state and local curriculum. NOTE: The new 2020 SC Social	In-service Teacher Professional Development: • The SCGA will provide up-to-date content, best practice pedagogy, and innovative materials for geography education related to the new academic standards.	In-service Teacher Professional Development: • Will offer district-level and conference professional development for teachers. Pre-service Teacher Professional Development: • Will offer university-level professional development workshops at SC colleges.	In-service Teacher Professional Development: • Will conduct at least 15 workshop or conference events for In-service teachers. Pre-service Teacher Professional Development:	In-service Teacher Professional Development: • Will continue to conduct PD of measurably high quality. Pre-service Teacher Professional Development: • Will continue to conduct PD of measurably high quality.

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Studies College- and Career-Ready Standards now contain three years of geography instruction in K-12 (previously this was one year). This will continue to generate high demand for SCGA services and materials.	Pre-service Teacher Professional Development: • The SCGA will provide future teachers with mentoring, content knowledge, and classroom materials as they begin their careers. Curriculum and Materials Development: • The SCGA will provide and develop teaching materials of the highest quality to meet the needs of South Carolina student Student Engagement: The SCGA will provide opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of geospatial technologies.	Curriculum and Materials Development: • Will create lesson plans to align with new social studies standards. • Will update and modify existing resources to align with new social studies standards. • Will complete geography and history curriculum materials with $10K grant from National Geographic Society. • Will align local history materials with geography standards via partnership with Historic Columbia Foundation. Student Engagement: • Will conduct programming with SC Giant Traveling Map in elementary and middle schools. Will conduct GPS activities for area elementary schools.	• Will conduct at least 15 workshops for pre-service teachers. Curriculum and Materials Development: • Will distribute posters, books, atlases, and other curriculum materials to South Carolina students and educators. Student Engagement: Will provide opportunities in Spring 2021 pending COVID-19 district and school approvals.	Curriculum and Materials Development: • Will continue to produce materials of measurably high quality and external recognition. Student Engagement: • Will continue to conduct student programming of measurably high quality. NOTE: The SCGA director will serve as President of the National Council for Geographic Education in 2020. This will bring additional opportunities and recognition to South Carolina students and educators.
The Writing Improvement Network provides support to districts and schools in preparing their students for meeting the requirements of the Profile of a South Carolina Graduate.	Provide professional development based on current research. Develop technical assistance plans that focus on SC ELA Academic Standards of greatest need by	WIN will conduct 8 workshops (d for K-12 teachers and administrators introducing strategies that provide rigorous classroom instruction and preparation for state testing. The emphasis for each workshop is determined by the SC Department of Education's SC READY Data Review.	WIN will track the number served in each of its initiatives for 2020-2021.	WIN will conduct evaluations at the conclusion of each of its initiatives.

	analyzing available state test data. Collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on those in underperforming schools. Participate with other education related agencies and projects that affect ELA instruction across the state of South Carolina.	WIN will assist in schools and districts across the state providing needed professional development. WIN will present and/or assist at state and regional conferences – SCCTE, SCIRA State Conference, SCIRA Fall Literacy Conference, SCEDA, SC Middle Schools, SC Leaders of Literacy, SC Council for the Social Studies, SC Association of School Librarians. WIN consultants will continue to assist the SCDOE with the SCCCRS, and serving on range finding committees for SC READY. WIN will continue to provide assistance to university level students who have not passed the reading or writing portions of PRAXIS Core. WIN will continue to contribute to the website, Stories of Survival. This website was designed to tell the stories of SC Holocaust survivors with supporting materials for teachers at all grade levels to use in their classrooms. WIN will maintain a section of this site with an emphasis on teaching tolerance. These materials incorporate the SC ELA		

		Academic Standards and SC Social Studies Standards. WIN will continue to create units to be distributed at workshops and to schools/districts as requested. These units will incorporate strategies for improving identified weaknesses such as evaluating sources for relevance, credibility, and validity; analyzing how various structures provide information and/or support claims; utilizing instructional methods that encourage student engagement as a means to improve student learning and increase student achievement; and developing and strengthening writing of various modes in preparation for SC READY's TDA writing prompts. All units will incorporate media literacy and strategies for distance learning. WIN will continue its relationship with SCDNR's Department of Archaeology Education Office. WIN will write educational units to accompany Columbia City Ballet's EdOutreach performances. These performances are designed for children PK-Grade 5. These units are correlated to SCCCRS and include STEAM related activities.		

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		WIN will begin to write educational units to accompany Columbia City Ballet's regular season productions focusing on material to be used in middle and high school classes. These materials will incorporate SC ELA Academic Standards, SC Social Standards, and SC Visual and Performing Arts Standards.		
The SC School Improvement Council will provide resources, training, and technical assistance to the state's 1,100-plus local School Improvement Councils. SC-SIC will also work with the SC Education Policy Fellowship Program Advisory Board to develop another MOU for the coordination of the program in FY21-22. Targeted assistance will continue to be provided for schools, districts, and classroom teacher partners through the Carolina Family Engagement Center.	SC-SIC will develop print, electronic, and online resources, as well as a variety of training materials and technical assistance resources for local SICs, their members, and other constituencies. SC-SIC will provide training to local SICs and others on SIC roles, responsibilities, and operations. SC-SIC will coordinate the SC Education Policy Fellowship Program (SC-EPFP) in accordance with any MOU developed between UofSC and the SC-EPFP Advisory Board.	Training offerings on SIC Basics, SIC Leadership, and other topical areas will be produced and conducted. SIC Basics training videos will be available online through SC-SIC website. The SIC Handbook, an SIC brochure, quarterly electronic newsletter, and periodic video updates will be produced. SC-SIC will grow its use of social media videos to assist in sharing some of this information. The SC-SIC web site and local SIC composition (SC-SIC Member Network) will be updated. Statutory deadline for local SIC reporting to the SC-SIC Member Network database is November 15. District/school SIC trainings will be scheduled and conducted,	The SIC Handbook will be available online on the SC-SIC website for download in English and Spanish. SC-SIC training sessions on the Basics, Leadership & Advocacy, and other topics relative to local SICs will continue to be scheduled for districts across the state, to include the incorporation of some use of virtual training sessions to expand SC-SIC's capacity for outreach. SC-SIC will continue to explore additional topic areas for training videos to be included on the SC-SIC website for viewing by local SICs.	Local SIC membership, composition, and compliance with statute(s) compliance will be tracked through SC-SIC Member Network. Local SIC membership, composition, and reporting will be publicly available through the online Member Network via the SC-SIC website. Attendance records of SIC training offerings will continue to be maintained and reported on the SC-SIC website. Survey/evaluation data and feedback of SIC training offerings will be maintained and used to update and revise training offerings, and to

		whether in-person, virtually, or in some combination. Individualized Engagement for Outcomes sessions will be held with a larger number of selected local SICs, dependent on resources. EFO provides a solid exposure to strategic planning and goal orientation which some SICs need help in developing. SC-SIC will endeavor to continue its partnership with SCDE to provide regional training sessions for Parent Liaisons, as well as training offerings for new school administrators, contingent on capacity. SC-SIC will evaluate holding its Annual SIC District Contact Meeting in the fall, whether held virtually or in-person. The SC-SIC Annual Meeting will be scheduled for the spring. Monthly SC Education Policy Fellowship Program (SC-EPFP) sessions will be scheduled September through June, including a two-day fall Leadership Retreat and a four-	Local SIC membership and composition data will be compiled in accordance with statute through the SC-SIC Member Network database. Statutory deadline for local SIC reporting to the SC-SIC Member Network database is November 15. Materials, information, and resources on SICs will be provided to the growing SC-SIC listserv as needed. SC-SIC will continue to grow its presence on social media, to include Facebook and Twitter, and will evaluate the applicability of Instagram to SC-SIC's operations and mission. SC-SIC will continue its outreach to the educational, governmental, and business communities in support of the SC Education Policy Fellowship Program (SC-	develop new training offerings. The number of publications distributed (electronic and print) will be maintained, with SC-SIC relying primarily on electronic publications in the interest of cost-efficiency and distribution. Stories and examples of local SIC efforts and successes will be shared via the SC-SIC website, to include an activity resource library of impactful SIC work in a variety of areas, readily accessible for viewing and/or downloading for other SICs across the state.

		day Washington Policy Seminar scheduled for the spring. SC-SIC will continue to participate in the SCDE School Improvement Advisory Group to provide research support to state school transformation initiatives, and will participate in other such convenings at the invitation of the State Superintendent. SC-SIC will work with UofSC College of Education faculty, as well as faculty of other institutions in the state, to offer class presentations on the roles, responsibilities, and impact of local SICs for their school communities.	EPFP).	
The South Carolina Educational Policy Center will provide research support to local schools and districts as well as policymakers.	Provide training/training materials to SCDE staff, coaches, and liaisons working with various schools across the state (e.g., CSI, priority, TSI, ATSI, CFEC). Collaborate with staff from the SCDE, EOC, and CERRA in analyzing data from the state teacher, parent, and student school report	Develop four-year school climate profiles (2017-2021) using the report card surveys completed by parents, teachers, and students in every public school. Provide training/training materials on school climate profiles to personnel working with various schools across the state (e.g., CSI, priority, TSI, ATSI, CFEC).	School climate profiles will be produced for CSI, priority, TSI, ATSI, and CFEC schools. Transformational coaches and liaisons will use climate data for school improvement initiatives at CSI, priority, TSI, ATSI, and CFEC schools. Recommendations will be provided for revision of	State percentiles associated with the identified school climate dimensions will be used to assess change in schools implementing improvement or magnet strategies. Improvement in school climate dimensions will be tracked each year for the CSI, priority, TSI, and ATSI schools. Climate

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	card surveys to recommend any necessary revisions. Consult with policymakers on state policy issues. Assist rural districts and schools with research and development needs. Participate in the SC School Improvement Advisory Group to provide research support to state school transformation initiatives.	Provide research data on the relationship between school climate and student/school performance to staff from the General Assembly and SCDE. Collaborate with rural school districts on the development of plans for school improvement initiatives. Assist with the selection of research-based strategies, development of logic models, project methodology, and evaluation design to schools, districts, and policymakers.	SC's report card surveys based on SCEPC analyses. School climate profile data will be used as an outcome to assess the effectiveness of federal magnet schools, family engagement centers, and a variety of other projects.	improvement is associated with improved student and school level outcomes. Feedback from coaches and other SCDE staff will be incorporated into successive trainings. Funding received by districts or schools assisted by the SCEPC will be tracked.
The South Carolina Middle Grades Initiative supported professional development and other enriching experiences for in-service and preservice middle level educators	**In-service Teacher Professional Development:** Continue to award micro-grants for certified teachers to attend the SC AMLE State Conference, thus enabling them to attend sessions and bring new learning back to their respective schools and colleagues. **Pre-service Teacher Professional Development:** Continue to award micro-grants for teacher	**In-service Teacher Professional Development:** Continue to provide micro-grants for certified teachers to attend the SC AMLE State Conference in March. **Pre-service Teacher Professional Development:** Continue to provide micro-grants to teacher candidates to attend the SC AMLE State Conference in March. Curriculum and Materials Development:	**In-service Teacher Professional Development:** Continue to list number of awarded micro-grants for certified teachers to attend the SC AMLE State Conference in March. Increase participation from last year. **Pre-service Teacher Professional Development:** Continue to list number of awarded micro-grants for teacher candidates to	**In-service Teacher Professional Development:** Continue to survey certified teacher micro-grant recipients. From survey determine the number of additional certified teachers who received professional development from grant attendees in their home schools. **Pre-service Teacher Professional Development:**

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candidates to attend the SC AMLE State Conference, thus enabling them to attend sessions and bring new learning back to their respective institutions and fellow teacher candidates. **Curriculum and Materials Development:** Continue to assist with the higher education professor literacy group as they continue to focus on Literacy in the disciplines. Continue to assist with Schools to Watch programing and designations.	Continue to assist with the higher education professor literacy group as they continue to focus on Literacy in the disciplines. Continue to provide support for schools who apply and are reviewed for designation or re-designation.	attend the SC AMLE State Conference in March. Increase number of participants from last year. **Curriculum and Materials Development:** Continue to assist with the higher education professor literacy group as they continue to focus on Literacy in the disciplines. Detail their activities and assessment results Continue to list number of schools that were either named as a School to Watch or were re-designated.	Continue to survey teacher candidate micro-grant recipients. From the survey, determine the number of additional teacher candidates who received professional development from grant attendees in their home higher education institutions. **Curriculum and Materials Development:** Continue to survey progress of collaborative group (and the schools with which they work) to gauge success. Continue to implement Schools to Watch Rubric, as well as surveys from professional development attendees.

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Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. A bulleted format is encouraged.

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CEP Funding Protocol: A data summary of each CEP funded project was created. The proposal for funding template requested that the entity requesting funding tie the request to research based practice or evidence.

Research that informs our practice across the CEP:

Berkowitz, R., Moore, H., Astor, R.A., & Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. Review of Educational Research, 87:2, 425-469.

Kraft, M.A., Marinell, W.H., & Yee, D.S. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from Panel Data. American Educational Research Journal. 53:2, 1411-1449.

Mindrila, D., Monrad, D.M., Ishikawa, T., May, J., DiStefano, C., Gilmore, J., Ene, M.A., Miller, K.M., Gareau, S., & Bennett, H. (2011, April). The use of school climate data for school improvement. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Henderson, A.T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family and community connections on student learning. Austin, TX: Southwest Education Development Laboratory.

Mapp, K.L., & Kuttner, P.J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Austin, TX: Southwest Education Development Laboratory & Washington, DC: U.S. Department of Education (and sources cited therein).

Henderson, A.T., & Mapp, K.L., et al. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York, NY: The New Press (and sources cited therein).

Epstein, Joyce and Associates (2009). School, Family, and Community Partnerships: Your Handbook for Action. Thousand Oaks, CA: Corwin Press. (and sources cited therein).

Chinman, M., Inman, P., Wandersman, A. (2004). Getting to Outcomes 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation. Santa Monica, CA: RAND Corporation, 2004. (and related research published by Wandersman, A., et al. on strategic planning, implementation, and evaluation; implementation science; and technical assistance).

For a complete list of research and evidence that informs CEP work, please contact Dr. Cindy Van Buren at vanburen@sc.edu.

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Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. A bulleted format is encouraged.

Of course, the biggest external factor in 2019-2020 was Covid-19 and its impact on offering face to face professional development and services for SC educators. However, partners made adjustments and continued to do as much as possible in a virtual format.

CEP is continually evolving in positive ways. CEP is made up of five strong state entities that all do critical work for the state of SC. While all five groups represented in this report have their own individual goals, we have agreed that we can all support the following gaps in our state's educational system while focusing on the SC Profile of the Graduate:

- Assisting rural, low-performing or at-risk schools
- Positively impacting the teacher shortage
- Helping the state gather impact data on graduate impact on student learning

Another factor is that these three areas are very broad reaching. We are not the only group working on these issues.

In 2017-2018, 2018-2019 and 2019-2020, our intention was to focus on fewer, but larger scale projects that may lead to greater impact. It is believed that the CarolinaTIP program will continue to grow and be extremely impactful to the State of South Carolina.

We believe the CarolinaTIP program has the potential to help fill all three gaps identified by CEP and that over time, it will be transformational for SC. While factors within school districts across the state cannot be controlled, induction teachers involved in the program will have better skills to deal with these factors. More funding is needed to take this project to scale. After the submission of the 2018-2019 report, the EOC asked that funding for CarolinaTIP be added to the state budget. When the legislature ended its session due to Covid, CarolinaTIP was in the budget on the Senate side. We assume that this new money will not come through in the fall of 2020 due to the continuing budget resolution and hope to get this funding back on track for 2021-2022.

SC School Improvement Council's outreach and direct service provision, particularly to low-performing and at-risk schools, remains limited by a stasis of funding since FY10-11. With a return to funding levels of FY09-10 and some additional funding, SC-SIC can build upon its current work and further the reach of its direct service provision to those schools and SICs requiring more in-depth and comprehensive services for improvement.

The development of the new SC Academic Standards for Social Studies is underway and it is anticipated that there will be more

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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.

> CEP is not circumscribed program, but a collection of organizations who provide a variety of services such as professional development, training, technical assistance, and research support to schools and districts across the state. Each organization provides information on outputs and outcomes as shown in the attached logic model.

    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, 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' or recipients/ perceptions?

> CEP is not circumscribed program, but a collection of organizations who provide a variety of services such as professional development, training, technical assistance, and research support to schools and districts across the state. Each organization provides information on outputs and outcomes as shown in the attached logic model.

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C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____XXXX_____ Yes _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

In addition to regular leadership meetings to review data and propose operational changes, the CEP is formally reviewed by the UofSC College of Education's Quality Assurance Committee (QCom). The committee, comprised of faculty and administrative representatives from the College of Education and College of Arts and Sciences, principals and teachers from the public school system, alumni and the SC Department of Education, is responsible for managing, monitoring, and reviewing assessment plans and data within programs and offices. CEP partners are reviewed, on a three-year cycle, with the most recent review taking place in Spring 2017. Review findings have been shared with each partner director and with the Dean and the Dean's Executive Council. The next review will take place in November 2020.

In addition, the Director conducts yearly evaluation meetings with the core partners to make sure goals, vision and resources are being used wisely. The core partners meet quarterly to strategize and focus on the best ways to support school initiatives in South Carolina.

The REM Center at UofSC conducted an evaluation of the Carolina Teacher Induction Program and their evaluation is appended to this document.

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Program Planning and Fiscal Information

5. Recommendations

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

_____XXXX_____ Yes _____ No

If "Yes," please describe recommendations below:

Amend Proviso 1A.41. to read:

1A.41.(SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness. The Center will also implement the Carolina Teacher Induction Program (CarolinaTIP) to provide training and support to teachers in the first three years of teaching in districts across the state. The goal of CarolinaTIP is to retain teachers by providing induction support above what the district induction programs can provide. The goal includes assisting new teachers in making the transition from college student to successful classroom teacher through personalized mentoring, targeted instructional coaching, and professional development. The Center will be responsible for evaluating annually the impact of the program on student learning, teacher efficacy and teacher retention, and providing support to other IHEs as they establish teacher induction programs.

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6. Program Budget – Please fill out the following:

Funding Sources	FY 2019-2020 Actual	FY 2020-2021 Estimated
State Funds:		
EIA	715933.00	715933.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:	339,000.00	450,000
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2019-2020 Actual	FY 2020-2021 Estimated
Personal Service	531,000.00	531,000.00
Contractual Services	88,000	88,000
Supplies & Materials	37,000	37,000
Fixed Charges	35,000	35,000
Travel	24,933	24,933
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:	715933.00	715933.00
# FTES:		

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7. Future EIA Funding Requests

    A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

       _____ The same as appropriated in the current fiscal year's appropriation.

       _____XXXX__ 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 2020-2021	$715,933
Amount of increase requested in EIA funding for FY 2021-22	$537,500 – 1,192,500
Amount of decrease requested in EIA funding for FY 2021-2022	$0
Total amount of EIA funding requested for FY 2021-2022	$1,253,433 – 1,908,433

    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 2020-21?

Currently, **Carolina TIP** is serving 131 teachers in 70 schools in five Midland's districts and in Berkeley County Schools. Three cohorts of teachers (Year One, Year Two and Year Three) are operating at this time. The Carolina Teacher Induction Program is poised to have a major impact on teacher retention in South Carolina and request additional funding to take this program to scale.

Scenario 1 - In order to serve all UofSC graduates hired in the five Midlands districts already participating (Lexington 2, 4 and 5 and Richland 1 and 2) and in Berkeley County Schools (pilot funded by private funds), and adding three additional high need districts in the state, and adding Lexington School District One, CEP will need an additional $437,500 for 2021-2022 (175 teachers at $2,500 per teacher).

Scenario 2 – Includes Scenario 1 and adds the participation of an HBCU. In order to assist another IHE in starting the program, CEP will need an additional $100,000. The plan, if funding is granted, is to partner with an HBCU in the state to assist that IHE in establishing the Carolina TIP program with their graduates. $65,000 will be designated for CEP to hire a College/University Induction Coordinator to be housed at the HBCU. CEP/Carolina TIP will maintain control and direction over the program by hiring the university induction coordinator, training the induction coordinator and overseeing the partner IHE in implementing a quality program using the Carolina Tip model. $35,000 will be used to establish the foundation of the new program so that the selected HBCU is ready to accept a pilot group of teachers in 2022-2023.

Scenario 3 – Includes Scenario 1 and 2. Long term, we know that expanding only to Midlands districts is not enough to impact teacher retention across the state. In order to expand to all UofSC graduates teaching in SC regardless of district, CEP will need an additional $555,000 (222 teachers X $2500) per cohort. The intent of the leadership team is take this program statewide by 2022-2023. Immediate additional funding would be used to build the structures necessary for expansion and allow the program to strategically expand in a manner that maintains quality support for retaining new teachers.

The **SC School Improvement Council (SC-SIC)** requests an increase in EIA appropriations of $100,000 for FY2021-22. Said increase will fund SC-SIC back to levels of over a decade ago. While SC-SIC's funding has remained stagnant, the need for additional programmatic efforts on behalf of the state's

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mandated local School Improvement Councils have grown. The call for enhanced training opportunities, supplemental materials, and technical assistance continue to increase while SC-SIC's capacity to meet such needs is constrained by a stagnant level of funding.

The requested increase for FY2021-22 would permit growth of SC-SIC's effective Engagement for Outcomes (EFO) program for SICs across the state. EFO provides direct services to selected local SICs so that they may build their individual capacities in the areas of needs assessment, goal setting, strategic planning, and outcome evaluation. This, in turn, will equip SICs to more effectively fulfill their statutory responsibilities in helping to shape and implement their schools' five-year improvement plans. Additionally, specific resources and training opportunities are needed for school principals so that they may more effectively leverage the impact of their SICs in supporting school achievement goals and meaningful family engagement practices.

The requested increase for FY2021-22 would positively impact the outline of the logic model by empowering SC-SIC to more fully address local SIC needs for building capacity and driving more impactful family engagement efforts. As we have seen in these last two school years in the time of COVID-19, parent/family input in decision-making is vital for school and programmatic success, not to mention student achievement and overall satisfaction. School Improvement Councils – as mandated in state law – provide a time-tested vehicle for such input and engagement. Additional and reasonable funding in support of these efforts is more necessary than ever if we are to take our schools to the levels of which we know that they are capable.

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 following form, which is Form D.

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FORM D

PROVISO REVISION REQUEST

NUMBER	1A.41
	Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	SCD-EIA Educational Partnerships
	Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	Center for Eduational Partnerships
	Identify the associated budget program(s) by name and budget section.

| RELATED BUDGET REQUEST | Currently, the Carolina Teacher Induction Program is serving 131 teachers in 70 schools in five Midland's districts and in Berkeley County Schools. Three cohorts of teachers (Year One, Year Two and Year Three) are operating at this time. The Carolina Teacher Induction Program is poised to have a major impact on teacher retention in South Carolina and request additional funding to take this program to scale.

Scenario1 - In order to serve all UofSC graduates hired in the five Midlands districts already participating (Lexington 2, 4 and 5 and Richland 1 and 2) and in Berkeley County Schools (pilot funded by private funds), and adding three additional high need districts in the state, and adding Lexington School District One, CEP will need an additional $437,500 for 2021--2022 (175 teachers at $2,500 per teacher).

Scenario 2 – Includes Scenario 1 and adds the participation of an HBCU. In order to assist another IHE in starting the program, CEP will need an additional $100,000. The plan, if funding is granted, is to partner with an HBCU in the state to assist that IHE in establishing the CarolinaTIP program with their graduates. $65,000 will be designated for CEP to hire a College/University Induction Coordinator to be housed at the HBCU. CEP/CarolinaTIP will maintain control and direction over the program by hiring the university induction coordinator, training the induction coordinator and overseeing the partner IHE in implementing a quality program using the Carolina Tip model. $35,000 will be used to establish the foundation of the new program so that the selected HBCU is ready to accept a pilot group of teachers in 2022-2023.

Scenario 3 – Scenario 3: Includes Scenario 1 and 2. Long term, we know that expanding only to Midlands districts is not enough to impact teacher retention across the state. In order to expand to all UofSC graduates teaching in SC regardless of district, CEP will need an additional $555,000 (222 teachers X $2500) per cohort. The intent of the leadership team is take this program statewide by 2022-2023. Immediate additional funding would be used to build the structures necessary for expansion and allow the program to strategically expand in a manner that maintains quality support for retaining new teachers. |
|---|---|

PARTNERSHIPS/PROGRAMS/AGENCIES

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	Amend

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	The entire state will be impacted positively by the expansion of the Carolina Teacher Induction Program and increased teacher retention.

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	The existing Proviso established the Center for Educational Partnerships. The suggested amended Proviso language calls for the Center for Educational Partnerships to be required to provide direction and funding for the Carolina Teacher Induction Program. This program is designed to expand to serve all new teachers in SC over time.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	Research indicates that it costs the state (and its districts and schools) $18,000 everytime a teacher leaves the profession. It is projected that the total bill for this teacher loss in SC is in excess of $11,000,000 per year and rising. Caroina TIP can retain a teacher for approximately $7,500 ($2,500 per year for a three year coaching and support model). For example, if the state fails to retain 225 teachers this year, the cost to the state will be $4,050,000. If CarolinaTIP helps retain these same 225 teachers, the cost to the state will be $562,500. This fiscal impact does not begin to indicate the impact on student learning when we have a revolving door of teachers.

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

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PARTNERSHIPS/PROGRAMS/AGENCIES

PROPOSED PROVISO TEXT	Amend Proviso 1A.41. to read: 1A.41.(SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness. <u>The Center will also implement the Carolina Teacher Induction Program (CarolinaTIP) to provide training and support to teachers in the first three years of teaching in districts across the state. The goal of CarolinaTIP is to retain teachers by providing induction support above what the district induction programs can provide. The goal includes assisting new teachers in making the transition from college student to successful classroom teacher through personalized mentoring, targeted instructional coaching, and professional development. The Center will be responsible for evaluating annually the impact of the program on student learning, teacher efficacy and teacher retention, and providing support to other IHEs as they establish teacher induction programs.</u>

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

- 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, 2020.**
- 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.

EIA-Funded Program Name	Centers of Excellence	Address	SC Commission on Higher Education 1122 Lady Street, Suite 300, Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,137,526.00	FY 2021-22 EIA Funding Request	$1,137,526.00

Program Contact	Dr. Lishu Yin	Division/Office	Academic Affairs
Contact Title	Program Manager	Address	1122 Lady Street, Columbia, Sc 29201
Contact Phone	(803)737-2246	Contact E-Mail	lyin@che.sc.gov

Summary of Program:

The Centers of Excellence is a competitive grants program conducted through the South Carolina Commission on Higher Education. Public and private institutions of higher education may submit proposals for a five-year grant whose purpose is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period.

1.   **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$N/A	N/A%
Retained by this partnership/program/agency	$N/A	N/A%
Allocated to Other Entities Francis Marion: Center of Excellence on College and Career Readiness (CCR)	$187,500.00	16.48%
Allocated to Other Entities (Please Explain) USC Columbia: Center of Excellence for Advancement of the Workforce and knowledge Economy in SC (AWAKE)	$112,500.00	9.89%
Allocated to Other Entities (Please Explain) USC Columbia: The South Carolina Teacher Education Advancement Consortium (SC-TEACHER)	$112,500.00	9.89%
Allocated to Other Entities (Please Explain) Columbia College: Alternative Pathways for Educator Certification (APEC)	$135,000.00	11.87%
Allocated to Other Entities (Please Explain) Clemson University: Center of Excellence on Retention and Recruitment for Diverse Educators (CRE^{2}DE)	$135,000.00	11.87%
Other: Program Administration	$105,026.00	9.23%
Other: Francis Marion University: Center of Excellence to Prepare Teachers of Children of Poverty	$350,000.00	30.77%
TOTAL:	**$1,137,526.00**	**100%**

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 are 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	N/A%
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 *exclude* National Board supplements and Teacher Supply Funds.	N/A%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	N/A %
Special Education Services	N/A %
Health (i.e. school nurses, mental health counselors, etc.)	N/A %
Safety (i.e. school resource officers, etc.)	N/A %
Vocational (i.e. career education, vocational equipment, etc.)	N/A %
Facilities & Transportation	N/A %
District Services	N/A %
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	N/A %
Adult Education	N/A %
4K (i.e. Half-Day and Full-Day Programs)	N/A %
Assessments (i.e. funds for formative assessments, industry exams, etc.)	N/A
Teacher Supply Funds	N/A %
National Board Supplements	N/A %
Other	N/A %

(Please Explain)	
TOTAL:	N/A %

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:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

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

Funds for the EIA funded Centers of Excellence are appropriated to the SC State Department of Education and transferred to CHE to be expended for the purpose of the

program. In FY 2020-21, funding of $1,137,526 for the program is level with funding provided in FY 2019-20. The funding continues to include an allocation of $350,000 to Francis Marion University (FMU) for the Center of Excellence to Prepare Teachers of Children of Poverty. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2020-21 Appropriations Act, Part 1A: SC State Department of Education (H63). VIII. Education Improvement Act, F. Partnerships, Centers of Excellence (H030), $1,137,526.00.

FY 2021-22 Appropriations Act, Part 1B Section 1A Provisos:

1A.7. (SDE-EIA: Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, VIII.E. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, VIII.E. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, VIII.E. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, VIII.E. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1, VIII.C.2. Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, VIII.G. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

1A.32. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

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.

<u>   X   </u>   Yes   <u>   </u>   No

> If yes, please describe:
>
> Guidelines for new proposals are developed and revised annually each year by staff at CHE. The guidelines are approved by the Advisory Committee on Academic Affairs (ACAP), the Committee on Academic Affairs and Licensing (CAAL) and the Commission on Higher Education (CHE). Revisions are based on the desired focus of the Centers through guidance from the Education Oversight Committee (EOC). Guidelines for new proposals for 2021-22 will be available following the December 2020 Commission meeting.

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 2019-20), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2020-21); and
3. for the planned subsequent fiscal year (FY 2021-22) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2019-20	
Problem/Issue	The highest-need schools in South Carolina have the most inexperienced teachers. Effective Educator Preparation Programs must prepare teachers with the knowledge, skills, and dispositions to demonstrate a positive impact on all P-12 students' learning and development. Educator Preparation Providers have the knowledge and skills to provide direct support to the students in the highest need schools.
Goal #1	Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance **teacher practice** and **student achievement**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
The center focuses on enabling partner P-12 districts to hire high quality minority teachers by developing partnerships	Increase clinical placements for preservice MTs in priority schools	Ongoing year 2 teacher survey	160 teachers returned survey so far. Data collection will continue to fall 2020. Comparison between year 1 and year 2	Impact of this activity will be assessed by tracking increases in the number of preservice MTs from within the triad and the

and incentives to support high-needs P-12 districts in their efforts to hire and retain MTs. In addition, through enhancing infrastructure of leadership and support at school, the center focuses on increasing retention of MTs.	Participate in Bus Tours to assist triad partners from higher education to spend time in and get to know partner schools Annual triad partner meeting to develop collaboration and leadership. Establish discussion groups and supports for MTs in partner schools. Establish technology-mediated minority professional mentorship groups across the pipeline.		survey data will be used to evaluate the effectiveness of these activities.	eventual increase in minority teacher hiring by 10 teachers per year across partner schools. The impact measures for these activities include an increase in the sense of belonging expressed by MTs using a validated survey scale. Comparison between year 1 and year 2 survey data will be used to evaluate the effectiveness of these activities.
Support minority teacher recruitment and retention (MTRR) via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support student learning and create a larger MT pool over time.	Provide access to diversity-oriented programs via partnership with Clemson University. Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.	The Call Me Mister Virtual Series offered by the CMM Program at Clemson University had attendees from Claflin University, College of Charleston, Charleston School District, and Spartanburg School District. Three inservice PD sessions developed in year 1 were available in year 2 to partner districts for staff regarding diversity, equity, and inclusion.	Attendees from six partner districts participated in the Virtual Series. Due to the Covid-19 pandemic, no partner districts expressed interest in hosting the diversity, equity, and inclusion inservice PD sessions that we made available during 2019-2020.	The impact measures for these activities will be increased teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher survey and reported on the State Report Cards. The 2019-2020 State Report Card data is not yet available, and year 2 data collection is still underway due to COVID-19.

Partnerships/Programs/Agencies

Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective Minority Teachers (MTs) into the teacher preparation pipeline in high-needs schools and districts.	Build recruitment partnerships between triad partners. Support coordination of annual "College Affordability Fairs" to aid local recruitment of MTs.	CREDE's Second Annual Summer Convening was postponed due to the COVID-19 pandemic, with district partners, schools, and Universities suspending normal operations beginning in March 2020 due to the Governor's executive orders.	Not available due to the Covid-19 pandemic.	Changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in education as a career. Growth will be determined based on the baselines established in year 1.
Columbia College: Center of Excellence on Alternative Pathways for Educator Certification (APEC)				
Develop an alternative certification model (including 4 course modules) which integrates best practices in teacher education with the feasibility of alternative certification programs. The program incorporates a work-embedded field experience to give APEC Fellows practical experiences in addition to quality coursework so that they are prepared for teaching in high-needs schools. APEC Center recruits APEC Fellows to the APEC Program who	Online Registration for Information Sessions. Collaborate with district HR personnel to promote information sessions and share flyers and brochures about the APEC program. Attend district sponsored activities to inform employees about the APEC Program.	Held 9 information sessions attended by 129 employees. received 71 applications for APEC Cohort 3. Of those applications, 55 submitted all application requirements. Interviewed and accepted 30 participants into Cohort 3. These Fellows began Course Module 1 in July 2020. Retention of 70% candidates from program entry through Year 2 and 3. Observation of candidate classroom activities performed to meet module learning outcomes.	16 candidates were admitted in Summer 2018 – cohort 1. 23 candidates were admitted in Summer 2019 – cohort 2. 30 candidates were admitted in Summer 2020 – cohort 3. 13 out of 16 (81%) cohort 1 candidates are retained through to Year 3. 23 out of 23 (100%) cohort 2 candidates are retained through to Year 2. 6 out of 13 (46%) cohort 1 candidates have passed Praxis Exam.	70% of recruited candidates are retained in the program through Year 2. 70% of candidates are retained in the program through the end of year 3. 90% of candidates score Acquiring or above on relevant sections of the SCT Standards 4.0 at the end of Field Experience 1. 90% Proficient or above on relevant sections of SCT Standards 4.0 at the end of each of the following years.

			10 out of 23 (43%) cohort 2 candidates have passed Praxis Exam.	70% of candidates will pass the Praxis 2 exam by the end of Year 2.
can then work for high needs school districts.				70% of candidates on will pass PLT by end of Year 3.
				70% of candidates complete the process of obtaining licensure by the end of Year 3.
				Examination of student performance data of APEC certified teachers at Year 3 and 5.

Francis Marion: Center of Excellence on College and Career Readiness (CCR)

Students in high-needs districts need "college knowledge" in order to be ready for the rigors of college (Conley, 2014).	Improve students' college applications by conducting a workshop on writing college application essays.	Held a college writing and application workshop.	86 students were served at two schools.	Feedback from counselors at each school about students' level of preparedness for writing college essays as a result of their participation in the workshop.
Goal setting, motivation, self-awareness, study skills, and time management can be taught to students long before high school and are essential in creating a readiness culture in South Carolina schools.	Activate Academy 2019 Activate Academy Reunion	Hosted Academy 2019 and Academy Reunion.	44 students, 3 K-12 teachers, 2 higher ed faculty members, and 4 speakers participated in the Academy 2019. 24 students, 3 higher ed faculty, and	Regarding information about how Activate activities helped them to understand the college experience, students reported the following: The Academy has received positive feedback from students and participants.

These are learning skills and techniques that should be developed over time—"These skills and techniques require years to incorporate fully to the point that they make a real difference for learners…[and] must be integrated into regular instruction on an ongoing and sustained basis" (Conley 2014).			2 K-12 teachers attended the Academy Reunion.	For example, a student commented, - "College panel - it taught me that majors are important and that you have to know what you want to do."
USC Columbia: Center of Excellence for **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**				
Provide professional development to teachers and career development facilitators in contextual and project-based learning (PBL)methodologies.	Provide an introductory professional development (PD) emphasizing an overview career exploration through PBL.	Offered one-day virtual professional development workshops.	A total of 52 teachers and career development facilitators from 15 districts attended the PD workshops.	The survey indicates that 100% of participants would like to participate in PBL workshops either monthly or yearly.
Offer SC State Board of Education approved sequence of three-courses ending in SC Project-Based Learning Endorsement to AWAKE Fellows in participating school districts.	Offer Three-course sequence with a second cohort of teachers beginning in the Fall 2018 that including additional AWAKE participants from a new partnering district.	The culmination of the third offering of three-course sequence leading to state recognized Project-Based Learning endorsement occurred in June 2020.	19 South Carolina teachers have completed the courses that lead to PBL endorsement.	Participating teachers will develop and implement PBL activities that are aligned to and integrate local workforce opportunities and needs. Unit plans have measurable positive impacts on student outcomes (e.g., achievement, aspirations).

Fiscal Year 2019-20	
Problem/Issue	Effective Educator Preparation Programs develop best-practice based on research. Content and pedagogical skills must be tested and refined by teachers in training (pre-service) and current teachers (in-service).
Goal #2	Centers of Excellence develop and model state-of-the art **pre-service** and **in-service** programs.

Strategies and Resources (What intentional actions were taken? to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective minority teachers (MTs) in attending Men of Color conference and participating in education/educator strand.	The Center coordinated with the organizers of the Men of Color National Summit to support and promote participation of students who were enrolled in partner P-12 districts at the Summit.	Students from North Charleston High School and Spartanburg High School participated the MOC Summit.	Through coordinating with institutions of higher education across the triad partnership, consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionately experienced by minority teacher candidates during their preservice years, or increase assets gained by minority teachers during	Foster efforts to align curriculum among triad partners (activity delayed)

Support provision of Praxis Core test preparation for preservice MTs. | Continued work on curriculum alignment was hampered due to the COVID-19 pandemic, with district partners, schools, and Universities suspending normal operations beginning in March 2020. | Postponed due to the pandemic.

Approximately 20 faculty, staff, and graduate students attended. | The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep in the upcoming years.
The Center will continue |

higher education in order to increase entry opportunities into the teacher pipeline.	Hold faculty discussion forums to report Center findings and discuss implications for improving teacher education.	Coordinated the delivery of Praxis Core supports to prospective MTs. Findings to be presented to faculty, staff, and graduate students at the Clemson University College of Education.		to coordinate with partners enhance curriculum alignment. The Center aims to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep in the upcoming years. The Center aims to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep in the upcoming years. Impact of this activity will be assessed by tracking the number of participants.
Enhance the induction experience for MTs new to teaching leading to increased retention through enhancing the infrastructure of leadership and support at the schools in which they work.	Annual triad partner meeting to develop collaboration and leadership.	CREDE's Second Annual Summer Convening was postponed due to the COVID-19 pandemic, with district partners, schools, and Universities suspending normal operations beginning in March 2020 due to the Governor's executive orders.	Postponed.	Post workshop surveys will be utilized in future Summer Convenings in order to continue efforts to increase retention.
Columbia College: Alternative Pathways for Educator Certification (APEC)				
Creation of an adapted teacher residency model which involves student	APEC program was approved by the State	Teacher candidates' engagement in focus group interviews to	95% of candidates completing Field Experience 2 in spring 2020	90% of teachers completing the APEC Program will score

Partnerships/Programs/Agencies

engagement in instructional modules, observations, collaboration with a mentor teacher observed indicates development and implementation of model pre-service and in-service programs (Reagan, Roegman, & Goodwin, 2017).	Board of Education in spring 2020. During the 2019-2020 academic year, APEC Fellows in Cohort 2 completed the 4 course modules and Field Experiences 1 and 2. The modules are aligned with current Columbia College courses and national special program area standards and were designed to develop candidates' understanding of pedagogy, assessment, learning theory, and classroom management. Fellows in Cohort 1 continued with coursework to complete either the bachelor's degree or master's degree. Based on the feedback provided by Cohort 1 and 2, the Center revised the curriculum so that candidates completed the instructional planning and assessment module in the summer and learning theory and behavior in the fall.	determine their perceptions of the program and the experience. 11 Cohort 1 Fellows completed the master's degree in education. 4 Cohort 1 and 2 Fellows completed the bachelor's degree in education. APEC Fellows in Cohort 2 successfully completed the requirements for Field Experiences 1 and 2 and the four course modules.	scored Proficient or above on the SCTS 4.0 rubric. All Cohort 2 candidates scored Acquiring or above on the SCTS 4.0 rubric at the end of Field Experience 1. 100% (23/23) APEC Fellows in Cohort 2 completed Module 1 with a grade of B or higher in Year 1. 100% (23/23) APEC Fellows in Cohort 2 completed Module 2 Three APEC Fellows from Cohort 1 successfully completed the Praxis 2 All the first-year teachers scored Proficient or higher on the four domains of the SCTS 4.0 rubric.	proficient or above on SCT Standards 4.0/ADEPT in Year 3 and 5 of their teaching careers. 90% of teacher candidates perform at a proficient or above level on classroom activities performed to meet module learning outcomes for each course. Measured by grades in instructional course modules. 70% of teachers are retained in the program through the end of year 3. About their Field Experience 1, 94% of Fellows rated the field experience, mentor teacher, and college supervisor positively. 93% of Fellows rated their Field Experience 2, mentor teacher, and college supervisor positively. 80% of the students surveyed would recommend the APEC program to someone that has a desire to use the

Partnerships/Programs/Agencies

	APEC Fellows in Cohort 1 attended weekly professional learning seminars (PLS) designed to connect research and theory to classroom practice. APEC Fellows in Cohort 2 attended PLS monthly to discuss progress in teaching and to share resources and offer support.			alternate route to teacher certification.
Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
First-year students often struggle in their first-year writing courses. Discussing the expectations for first-year students in college writing and communicating those with K-12 faculty can help teachers to align their curriculum with that of college-level writing courses.	Workshop with teachers to help them support student writers as they move from high school to college. The material that was the basis for that workshop also provided the basis for a statewide conference presentation in 2020 and will be the basis for a webinar to be posted to the Center website in late 2020.	A Co-Director from the Center met with English teachers of high school seniors from throughout Florence 1 Schools.	12 secondary teachers attended the workshop.	Will follow up with the workshop participants in 2020 to get data about the extent to which their participation in the workshop shaped their practice.
Project-based learning has been acknowledged by TRANSFORM SC and other researchers as a pedagogical approach that can prepare students for	Improve teachers' implementation of project-based learning by offering workshops and meetings throughout the school year that allow teachers to	Throughout the school year, three meetings were held with Gibbes faculty and five meetings with Virtus faculty.	25 elementary and middle school teachers attended the workshop at Virtus School.	On average, participants reported utilizing all PBL-related instructional strategies frequently. - Overall, teachers provided high ratings of

life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	develop, revise, and reflect upon their classroom PBL practices at Virtus Charter School (Florence) and Gibbes Middle School (Richland One).		40 middle school teachers attended the workshops at Gibbes Middle School.	perceived impact across the instructional strategies including "Developing PBL units that allow students to engage in sustained inquiry" and "Developing assessment criteria for PBL units that are linked to key state standards"

Fiscal Year 2019-20	
Problem/Issue	Along with the most recent research, higher education faculty must maintain a knowledge of current K-12 challenges. Research accompanied by a current understanding of today's K-12 classroom ensures effective educator preparation.
Goal #3	Centers of Excellence impact teacher education programs including **pre-service** students and **higher education faculty**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers (MTs) will increase minority recruitment into the teacher development pipeline.	Support prospective MTs in attending Men of Color conference, participating in education/educator strand, and as a result meeting with Clemson educator preparation faculty, exchanging insights through dialogue	The Center coordinated with the organizers of the Men of Color National Summit to support and promote participation of students who were enrolled in partner P-12 districts at the Summit.	North Charleston High School and Spartanburg High School administration/faculty brought students to the MOC Summit.	Through coordinating with higher education faculty at institutions of higher education across the triad partnership, consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during	Support provision of Praxis Core test preparation for preservice MTs. Hold faculty discussion forums to report Center findings and discuss	Coordinated the delivery of Praxis Core supports to prospective MTs. Findings were presented to faculty, staff, and graduate students at the Clemson	Due to COVID-19, the Praxis exam or training sessions supporting preservice teachers has been postponed.	The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep. Impact of this activity will

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higher education in order to increase entry opportunities into the teacher pipeline.	implications for improving teacher education.	University College of Education.	Approximately 20 faculty, staff, and graduate students attended.	be assessed by tracking the number of teacher education faculty members who attend discussion forums.
Francis Marion: Center of Excellence on College and Career Readiness (CCR)				
All teachers benefit from understanding who their students are and where they come from. Many, if not most, higher education faculty do not understand the educational context that their first-year college students are coming from. This understanding can help college faculty better assist students with their transition from high school to college.	Presentation to University Life 100 faculty at Francis Marion University Improve higher education faculty's understanding of the policies and practices that shape students' attitudes towards and approaches to college life and academics by presenting current data.	One-hour presentation to University Life 100 faculty at Francis Marion University by co-directors.	25 higher education faculty Feedback from program director suggests that faculty found the session helpful in their approach to the course and in assisting students make the transition from high school to college.	A survey that will be distributed to higher education faculty who have attended our events. This will provide insights about the impact that this information has on both instructors who teach first-year students and those in education programs who prepare teachers.
"Relying on measures of academic performance may not fully illustrate students' likelihood of postsecondary completion" (Tierney and Duncheon 2016).	Workshop on habits of mind and growth mindsets at the Carolina's Association of Collegiate Registrars and Admissions Officers (CACRAO) Newcomers' Conference Improve higher education professionals' understanding of the practices that shape students' attitudes towards and approaches to college life and academics by discussing	Half-day workshop led by a Center co-director	50 new higher-education admissions professionals attended.	

	ways to talk with students and one another about achievement and college success.			

		USC Columbia: SC-TEACHER		
Conduct a state-wide assessment of existing databases to determine what data are collected and where data are housed.	Began work to merge existing data sources (as applicable) into common dataset(s). Checked with partners to determine what data exists and what data they would like to have success to.	Various sources of data from relevant state and/or district agencies have been identified, collected, and entered into the newly developed database.	Identified, collected, and entered 100% of the data sources.	100% of the available South Carolina data identified, collected and entered into the SC-TEACHER database.
	Surveyed partners and stakeholders to determine what additional information is of interest to collect.	Additional information of interest to collect has been identified through results from surveys administered to educational partner stakeholders.	A list of additional information of interest to collect was generated by the end of Year 1.	Developed and administered surveys for educational partner stakeholders focused specifically, on issues relevant to education in South Carolina.
	Collect data from a representative sample of P-12 teachers from across South Carolina in the form of a survey to "fill gaps" in the newly created Database.	Worked with the Learning Policy Institute administering the same surveys to South Carolina teachers as with the national sample, allowing for creation of a comparative dataset. Created and administered surveys regarding specific questions of interest to SC and SC educational stakeholders.	Have conducted three sets of data analyses to address the priority questions (done by end of Year 2): a) Profile of the South Carolina Teacher Workforce for 2018-2019 b) School Level Factors Associated with Teacher Retention in South Carolina c) The Relationship between Poverty and School Performance in	Data analyses for initial set of priority questions conducted (by the end of Year 2) Findings written for publication at least on the SC-TEACHER website (by mid-Year 3)

			South Carolina. Currently writing the reports for these results.	
	Surveyed educational partners with their questions of interest from the data collected into the newly developed database.	Educational partners generated and prioritized a list of questions of interest to answer from data housed in the newly developed database.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	In forthcoming years, data regarding preparation strategies will have been entered and analyzed.
Determine what activities related to teacher recruitment efforts, preparation practices, and retention efforts are conducted by SC Institutions of Higher Education (IHEs).	Document current practices in place relative to teacher education.	Began to document current teacher recruitment, preparation and retention practices with SC-TEACHER partners. Have MOUs with four IHEs. Working Papers, Facts Sheets and Infographics developed and published related to teacher recruitment, preparation practices and retention efforts in SC (6 published in Years 1-2; others in development).	Information regarding educational practices will be entered into the database by the end of Year 3 (*this is delayed from Year 2 to Year 3-4 due to the extreme and abrupt disruptions in routine functioning of IHE due to the COVID-19 pandemic).	By the end of Year 3, educational practices information would be entered into the database (*this is delayed from Year 2 to Year 3-4 due to the extreme and abrupt disruptions in routine functioning of IHE due to the COVID-19 pandemic.
	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in- service. P-12 teachers	Conducted focus groups with educational partners: • Teachers in their first 3 years. • Developed 2 First-Person. Narratives with 2 more planned for Year 3 (Fall 2020).	• Focus group data results have been collected • Two of the First- Person Narratives have been published with 2 more planned for Year 3 (Fall 2020)	By the end of Year 3: • Focus group data will have been Analyzed. • Four First- Person Narratives will have been developed.
Conduct on-going database management activities to provide a reliable database for conducting data analyses and informing stakeholder.	Continue to collect additional data as new district and school partners are added to the Center.	Additional relevant data will have been collected (Years 3-5).	100% of the data collected will be entered and analyzed at the end of years 3-5.	By the end of Year 5, all data collected will be analyzed.

Fiscal Year 2019-20	
Problem/Issue	Impactful and effective professional development is a crucial component for education professionals to support the complex and changing needs of K-12 students.
Goal #4	Centers of Excellence provide high quality **professional development** to teachers in schools, districts, and the state.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support minority teachers recruitment and retention (MTRR) via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support student learning and create a larger MT pool over time.	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity

Provide access to diversity-oriented programs via partnership with Clemson University. | The Call Me Mister Virtual Series offered by the CMM Program at Clemson University had attendees from Claflin University, College of Charleston, Charleston School District, and Spartanburg School District.

Three in-service PD sessions developed in year 1 were available to partner districts for staff regarding diversity, equity, and inclusion. | Participants from six partners attended the Call Me Mister Virtual Series.

Due to the pandemic, no partner districts expressed interest in hosting the diversity, equity, and inclusion inservice PD sessions that we made available during 2019-2020. | The impact measures for these activities will be increased teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher survey and reported on the State Report card. |
| **Columbia College: Center of Excellences on Alternative Pathways for Educator Certification (APEC)** | | | | |
| Provide ongoing Professional Development to critical needs districts for teachers who complete alternative certification programs. | Offer instructional methods workshops and training for Fellows and district employees.

Provide the CERRA Mentor | APEC offered

14 workshops on teaching methods for fellows and district employees.

Annual CERRA mentor training. | A total of 161 attendees participated in training and workshops. | Evaluations are used to understand the participant's perceptions of the professional developments on teacher performance and to |

	teacher training for district employees at least once a year.	16 hours of foundations of literacy training.		improve professional development workshops. The methods workshops were offered to help APEC Fellows and other district employees successfully pass certifying exams. These workshops were added because of feedback provided from Cohort 1.
Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
Conley (2014) suggests that college readiness must include "college knowledge" and the expectation that students will pursue post-secondary education. "Building a college-going culture in schools is especially important where students are traditionally underserved and underrepresented in higher learning" (Avilés 2011).	P20 Summit: "Making Connections to Community" "Creating a College-Going Culture" webinar. Improve teachers', counselors', and administrators' knowledge of how to infuse the school and classroom culture with principles of college and career readiness.	The P20 Summit was held at FMU. The on-demand webinar is available for interested participants.	26 participants from K-12 sectors to higher education participated in the Summit.	The survey findings indicate positive feedback, for example: "After sharing the information from the P-20 Summit with the students, the students began to take their course material more seriously and they improved their grades."

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Provide an introductory professional development (PD) emphasizing an overview career exploration through Project Based Learning (PBL).	Offered virtual professional development workshops.	A total of 52 teachers and career development facilitators from 15 districts attended the virtual PD workshops.	The post workshop survey findings indicate the workshops have positive impact on teachers' perception about PBL.

Fiscal Year 2018-19	
Problem/Issue	Effective teaching is considered the single-most important "school-based" factor in student growth. Research of best-practice and content delivery are key to improving teaching and teacher preparation.
Goal #5	Centers of Excellence undertake **research** designed to determine effective practice and content.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Inform triad partnerships to reduce MTRR barriers and increase assets at the organizational and community levels and strengthen organizational leadership.	Conduct initial and annual needs assessment identifying current local MTRR barriers.	Online surveys of teachers and students were initiated prior to COVID-19 district and school closures that began in March 2020. This severely impacted our ability to conclude year two data collection, with survey administration extended into Fall 2020 in order collect data from all constituents.	To date, ongoing year 2 data collection has resulted in the return of 160 teacher surveys and 345 student surveys.	The Center analyzed subgroup data from year 1 and identified trends. Building on the year 1 data reports that were provided during the 2018-2019 project year, in this 2019-2020 project year we prepared supplemental executive summaries and detailed findings in full reports for four participating districts in early 2020. The subgroup findings established baseline data that will be tracked annually to (1) inform ongoing, data-driven collaborative decision-making among triad partners; (2) support the
Increase understanding of the impact of local, state, and national policies & practices related to MTRR and disseminate summaries of new findings to policymakers and stakeholders in the teacher pipeline, to reduce MTRR barriers and increase assets at the	Evaluate data from the Call Me Mister program to identify key factors in MTRR.	Collected survey data from graduates of the Call Me Mister Data to identify program factors that contributed to their success their retention in the field. Focus group interview recording with 7 participants transcribed.	15-page transcript prepared for analysis. Data covers four districts, and 15 partner schools	
	Evaluate data from the Call Me Mister program to		Data covers four districts, and 15 partner schools	

public policy level.	identify key factors in MTRR. Analyze district and state data to identify trends in MTRR.		from South Carolina.	identification of district partner needs and challenges with teacher recruitment and retention and (3) early identification of prospective pre-service teachers in the pipelines.
	Conduct review of empirical research and best practices in MTRR.	Publicly available data sources have been identified and stored. Continued cataloguing of studies for inclusion in the review coded and synthesized.	52 identified for inclusion in the review of best practices in MTRR to be summarized in the final paper.	
Columbia College: Center of Excellences on Alternative Pathways for Educator Certification (APEC)				
The APEC program was created to address the concern that many alternatively certified teachers receive inadequate preparation and mentoring for the classroom (O'Connor, Malow, & Bisland, 2011; Ingersoll, Merrill, & May, 2014). Disseminate research on teacher candidate perceptions of program components impact on candidate retention and assessment of candidate perceptions of their own student achievement.	Submission of grants, papers, and conference presentation proposals.	Conference proposals are accepted. Conference proposals are submitted to conferences that focus on teacher preparation and development.	Three proposals were accepted by the state and regional conferences.	One paper, presentation, and conference proposal submitted each year.

Partnerships/Programs/Agencies

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees with a strong background and expertise in mathematics and coding. • Research funding for The National Resource Center for the First-Year Experience and Students in Transition (NRC)	Mathematics Research Project. Increase understanding of mathematics readiness through a research study directed by the NRC.	The NRC is in the process of completing a review of research and practices focused on preparing students for college-level mathematics. The center will share the results of that review by disseminating the published study. It will also be the basis for a virtual statewide math meeting in the Fall of 2020.	Will distribute 500 copies of the report in Fall 2020.	A survey that addresses both the report and the virtual math meeting in Fall 2020.
USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Conduct research about PBL and career development.	Write research papers about research pertaining to AWAKE. Submission of a federal grant proposal.	Paper presentations and invited workshops at local and national conferences. Grant proposal submitted.	Four presentations reaching out to approximately 1,000 attendees at the conferences.	Post workshop surveys indicate positive feedback.
Develop teaching materials integrating workforce development	Write the chapter for publication	Write the chapter about implementing PBL projects for Middle Level Education.	Paper completed.	One publication in an International Handbook.
USC Columbia: SC-TEACHER				

Partnerships/Programs/Agencies

Educational stakeholders in South Carolina currently must rely on national sources of information because state-specific information is not available. What is needed is information that focuses on our state's unique standards, learning environments, and school contexts to provide information that can assist South Carolina with the recruitment, preparation, and retention of high-quality teachers. SC-TEACHER began work to coalesce data into a South Carolina-centric database, making state-specific data available to educational stakeholders to inform decisions that affect our teachers and their students. Conducted a state-wide assessment of existing databases to determine what data are collected and where data are housed.	Began work to merge existing data sources (as applicable) into common dataset(s).	Various sources of data from relevant state and/or district agencies have been identified will be collected. Data will be entered into the newly developed database.	Have identified and collected 100% of data source.	100% of the available South Carolina data will be collected and entered into the SC-TEACHER database.
	Surveyed partners and stakeholders to determine what additional information is of interest to collect.	Additional information of interest to collect has been identified through results from surveys administered to educational partner stakeholders.	A list of additional information of interest to stakeholders was generated.	Developed and administered surveys for educational partners focused specifically on issues relevant to education in South Carolina.
	Collect data from a representative sample of P-12 teachers from across South Carolina in the form of a survey to "fill gaps" in the newly created database.	Prior to data collection, the center has worked with the Learning Policy Institute to administer the same surveys to South Carolina teachers as with the national sample, allowing for creation of a comparative dataset. Have created and administered surveys regarding specific questions of interest to SC and SC educational stakeholders.	Surveys administered to Center district and school partners by the end of the project year.	Survey instrumentation administered to a representative sample of P-12 teachers in South Carolina.
Determine what activities related to teacher recruitment efforts, preparation practices, and	Document current practices in place relative to teacher education.	Began to document current teacher recruitment, preparation and retention practices with SC-TEACHER partners through the	Information regarding educational practices will be entered into the database by the end of the	By the end of project year 3, educational practices information will be entered into the database.

		working paper series.	year.	
retention efforts are conducted by SC Institutions of Higher Education (IHEs)	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in-service P-12 teachers.	Focus groups will have been conducted by the end of project year 3.	Focus group data results will have been entered into the database by the end of Year 3.	By the end of Year, focus group data will have been analyzed.
Conduct on-going database management activities to provide a reliable database for conducting data analyses and informing stakeholders.	Continue to collect additional data as new district and school partners are added to the Center.	Additional relevant data will have been collected throughout the life of the Center (Years Three-Five).	100% of the data collected will be entered by the end of year Two and analyzed in forthcoming years.	By the end of the project, all data collected will be analyzed.
Understand the effect of various South Carolina teacher preparation strategies on new teacher preparedness.	Survey and/or conduct focus groups of educational stakeholders (e.g., principals, new teachers [1-3 years in the field], HE personnel) to determine impact of teacher preparation programs on aspects identified in the literature and through these surveys as important to new teachers (e.g., job satisfaction, stress, etc.).	Surveys and/or focus groups will have been conducted.	By the middle of Year 4: (*this is delayed from the middle of Year 3 to Year 3-4 due to the extreme and abrupt disruptions in routine functioning of educational stakeholders due to the COVID-19 pandemic) a) Surveys will have been administered to educational stakeholders. b) Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 4 (*this is delayed from end of Year	By the end of Year 4, data from educational stakeholders will have been collected (*this is delayed from end of Year 3 to end of Year 4 due to the extreme and abrupt disruptions in routine functioning of educational stakeholders due to the COVID-19 pandemic.

			3 to end of Year 4 due to the extreme and abrupt disruptions in routine functioning of educational stakeholders due to the COVID-19 pandemic).	

Fiscal Year 2019-20	
Problem/Issue	The goals and outcomes of the K-12 system must be linked to post-secondary success (College and career readiness)
Goal #6	Centers of Excellences **disseminate information** on model program and activities to **P-12 personnel**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Columbia College: Center of Excellence on Alternative Pathways for Educator Certification (APEC)				
Disseminate research on teacher candidate perceptions of program components impact on candidate retention and assessment of candidate perceptions of their own student achievement

Disseminate information on model program and activities to P-20 personnel. | Newsletters (each semester)

Conference presentations (annually)

Grant applications

Annual program evaluation

Manuscripts (yearly) | Collaborate with the external evaluator monthly to determine what types of data will be collected and shared and to discuss issues/challenges.

Submit proposals to state, regional, and national conferences.

Apply for federal grant funding to further develop a beginning teacher support program for alternatively certified teachers.

Apply to become a member of the National Center for Teacher Residencies (NCTR) network. | Published one paper on alternative certification with SC Teacher in spring 2020.

Published an article on the APEC Center in Columbia Business Monthly in Summer 2020.

Four proposals were accepted for presentation by national and regional conferences.
Submitted US Department of Education grants. | Disseminate research on teacher candidate perceptions of program components and its impact on their retention and success annually. |

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
During the Covid-19 pandemic, the Center sought to inform and educate teachers via the website.	Virtual College Tours The Center curated virtual tours of colleges and universities in South Carolina for teachers and guidance counselors to use with their students. Resources for Online Teaching The Center compiled suggestions for online teaching compiled by academic organizations and publications.	Item is posted and views are counted Item is posted and views are counted	54 views (as of July 22, 2020) 52 views (as of July 22, 2020)	Wordpress records Wordpress records
USC Columbia: Center of Excellence for **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**				
Disseminate Research findings.	Present research pertaining to AWAKE.	Invited workshops.	About 1,000 attendees at workshops.	Invited to write a manuscript for the Professional School Counseling Journal.
USC Columbia: SC-TEACHER				
Educational stakeholders in South Carolina currently must rely on national sources of information because state-specific information is not available. What is needed is information	Identified multiple areas of national priority related to teacher recruitment, preparation and retention and commissioned the writing of seven working papers on these topics. All authors are from	Seven papers have been published accompanying with Fact Sheet, Infographic and Webinar. a. South Carolina Teacher Residency Programs Preparation Characteristics, Outcomes, and Recommendations (5-25-2019) b. Recruitment, Preparation, & Retention of Teachers from Traditionally Underrepresented Groups in South	Six papers were shared on the SC-TEACHER website, emailed to the stakeholder distribution list and promoted using Twitter.	With forthcoming publications, data on how many people visit the website and read the publication will be collected. Continue to monitor how many attend

that focuses on our state's unique standards, learning environments, and school contexts to provide information that can assist South Carolina with the recruitment, preparation, and retention of high-quality teachers. SC-TEACHER began work to coalesce data into a South Carolina-centric database, making state-specific data available to educational stakeholders to inform decisions that affect our teachers and their students.	colleges/universities in SC.	Carolina (6-27-2019) c. Professional Development Schools as a Mechanism to Support Teacher Recruitment, Preparation, & Retention in South Carolina (9-5-2019) d. Clinical Practices for Elementary Teacher Preparation Across South Carolina (10-14-2019) e. Alternative Certification in Higher Education: New Initiatives in South Carolina (1-14-2020) f. Recruitment and Retention of Teachers in Rural South Carolina (4-7-2020) g. Induction Support of Teachers across South Carolina (7-28-2020)		each webinar in Year 3.
Work with teachers to craft first person teacher narratives so that teachers can tell their stories.	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in- service P-12 teachers.	Conducted focus groups with educational partners: • Teachers in their first 3 years • Developed 2 First-Person Narratives with 2 more planned for Year 3 (Fall 2020).	• Focus group data results have been collected • Two of the First-Person Narratives have been published with 2 more planned for Year 3 (Fall 2020).	By the end of Year 3: • Focus group data will have been Analyzed. • Four First- Person Narratives will have been developed.

Fiscal Year 2019-20				
Problem/Issue	Once identified and vetted, the best knowledge, skills, and professional dispositions to raise the standards of learners must be available to the education community.			
Goal #7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates **dissemination and replication**.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Columbia College: Center of Excellence on Alternative Pathways for Educator Certification (APEC)				
The Center applies external evaluation findings to guide and facilities dissemination and replication.	Data used to inform the external evaluation report include interviews with cohort two students, transcripts from meetings with APEC center faculty, transcript from advisory board meeting, survey data from APEC Professional Development day, student course evaluations, SCT 4.0 rubrics, grades from instructional course modules, and program documents.	100% of data listed under the activities/intervention column is collected.	The external evaluation report is complete prior to the end of September 2020.	The external evaluation report is complete prior to the end of the fall semester each year.
Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
• Webhosting • Printing of reports	Increase understanding of college and career readiness through posting current research on the	Online posts	Facebook data shows that 362 people have "liked" the Center's page.	Anticipate increasing that number to 400 by next report.

	Center website and Facebook page.		Website has been visited 593 times this year.	Anticipate increasing this number to 650 by next report.
	Activate Academy Coordinator's Manual The Center would like to see other districts and universities work together to facilitate summer programs like Activate. This manual, written for facilitators, will detail how the program works to prepare students for the rigors of high school and helps them to set goals that account for the need for post-secondary education.	Activate Academy coordinators compiling data from first five years of Activate and compile a manual that will be made available on the Center's website.	Anticipate sharing the manual with at least 50 participants from both within and outside the state	Plan to give a presentation about Activate and discuss the manual with participants at a statewide conference.

Fiscal Year 2020-21	
Problem/Issue	The highest-need schools in South Carolina have the most inexperienced teachers. Effective Educator Preparation Programs must prepare teachers with the knowledge, skills, and dispositions to demonstration a positive impact on all P-12 students' learning and development. Educator Preparation Providers have the knowledge and skills to provide direct support to the students in the highest need schools.
Goal #1	Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance **teacher practice** and **student achievement**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into the teacher preparation pipeline.	Build recruitment partnerships between triad partners.	The annual Summer Convening will be held to identify the findings of action plans discussed in FY 2018-19 Summer Convening.	Maintain or increase number of participants from triad partners to attend.	Survey of the Convening to identify the effectiveness.
Support MTRR via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.	In-service PD will be available to interested districts for staff regarding diversity, equity, and inclusion.	Number of districts / schools / teachers participating in workshops offered.	Survey of the workshop participants to identify the effectiveness.

Track teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured |

student learning and create a larger MT pool over time.				by the annual teacher survey and reported on the State Report Cards.
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
The continuity of the same as in FY 2019-20.	Activities will continue as stated in FY 2019-20.	Development of an off-campus partnership to expand the APEC Program to Sumter and Kershaw Counties. Outputs are expected to continue to be the same or improve over the next year.	Recruitment of 15 Fellows in off-campus cohort.	Number of Fellows enrolled. Retention goals the same as those of on-campus cohort. The same as FY 2019-20.
Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
Goal setting, motivation, self-awareness, study skills, and time management can be taught to students long before high school and are essential in creating a readiness culture in South Carolina schools. "These skills and techniques require years to incorporate fully to the point that they make a real difference for learners…[and] must be integrated into regular instruction on an ongoing and sustained basis" (Conley, 2014).	Activate Academy 2021	Hold Academy in June 2021. Surveys of K12 teachers who serve as Activate facilitators	Anticipating at least 50 students, 3 K-12 teachers, and 2 higher ed teachers attended the Activate Academy 2021.	Complete a six-year assessment of the program including a survey of those alumni who have graduated from high school.

Partnerships/Programs/Agencies

Students need "college knowledge" in order to be ready for the rigors of college (Conley, 2014).	Virtual Job Shadowing Resource Compilation of job shadowing videos and assignments that teachers, career development facilitators, and counselors can use with students and parents.	Online registration records, September 2020-February 2021. Online registration records, November, 2020.	Parent and teacher participants from at-risk districts. Anticipating 30 participants. Parent and teacher participants from at-risk districts. Anticipating 30 participants.	Focus groups and surveys scheduled for Fall 2020. Registration records from Click Meeting Webinar program.
TRANSFORM SC and other researchers as a pedagogical approach that can prepare students for life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	"Introduction to PBL" Webinar. A two-hour webinar introducing participants to the basics of project-based learning and the process of creating a project.	Online registration records posted in July 2020.	K-12 teachers; anticipating 15 participants.	Focus groups and surveys scheduled for Fall 2020. Registration records from Click Meeting Webinar program.
USC Columbia: Center of Excellence for **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**				
Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Offer SC State Board of Education approved sequence of three-courses ending in SC Project-Based Learning Endorsement with participating teachers and CDFs. There are 50 individuals who are ready to take the sequence in 2020-21 academic year.	Attendance records. Completion on PBL sequence. Presentation during Summer Institute and at conference presentations.	Number of individuals completing the coursework. Attendance at conference and Institute.	Enrollment Rates Completion Rates Case Study of Analysis of Classroom Observations

Fiscal Year 2020-21				
Problem/Issue	Effective Educator Preparation Programs develop best-practice based on research. Content and pedagogical skills must be tested and refined by teachers in training (pre-service) and current teachers (in-service).			
Goal #2	Centers of Excellence develop and model state-of-the art **pre-service** and **in-service** programs.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Foster efforts to align curriculum among triad partners. Support provision of Praxis Core test preparation for preservice MTs.	Transferrable credit hours. Praxis Core support to preservice teachers interested in teaching	Increases in the average number of credits transferring from triad two-year institutions to four-year institutions counting towards teaching degree completion. Increases in the number of prospective MTs transferring from triad two- year institutions to teacher education programs in the partner four-year programs and increases in the proportion of these prospective MTs completing teaching degrees and entering the field. Number of students being provided support and passing their Praxis exam after taking this workshop.	Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in education as a career. Growth will be determined based on the baselines established in year 1. The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep.

Partnerships/Programs/Agencies

Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Increase clinical placements for preservice MTs in priority schools. Provide best practice materials to support higher education faculty engagement with P-12 district partners.	Clinical Placements and annual Summer Convening discussing potential implementation.	Anticipating increased clinical placements in P-12 priority schools within the triads.	Impact of this activity will be assessed by tracking increases in the number of preservice MTs from within the triad and the eventual increase in minority teacher hiring by 10 teachers per year across partner schools, and we will attempt to increase the number hired from within the triad.
Enhance the induction experience for MTs new to teaching, leading to increased retention once placed in the field. This will be accomplished by enhancing the infrastructure of leadership and support at the schools in which they work.	Annual triad partner meeting to develop collaboration and leadership.	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipating increased number of triad partner representatives attending the Summer Convening.	Feedback surveys of satisfaction will be collected at the end of each of the two days of the meeting.
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Same as in FY 19-20.	Activities will continue as stated in FY 20129-20.	Outputs are expected to continue to be the same or improve over the next year.	Continue to measure the same outcomes as stated in FY 2019-20.	Measures that are used include retention rates of APEC Fellows from years 1 and 2, retention rates of teachers who complete the APEC program, numbers of Fellows who complete certification requirements and pass Praxis 2 and PLT exams.

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
TRANSFORM SC and other researchers as a pedagogical approach that can prepare students for life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	Year Three PBL In-Service with Virtus Academy.	Provide two-hour workshop with new faculty (August 2020); two-hour workshop with full faculty (August 2020); six additional meetings throughout the school year at Virtus.	Anticipating 35 elementary and middle level teachers	Conduct focus groups to learn how participants use PBL in their classrooms and how this approach has affected students' performance and engagement.

Fiscal Year 2020-21	
Problem/Issue	Along with the most recent research, higher education faculty must maintain a knowledge of current K-12 challenges. Research accompanied by a current understanding of today's K-12 classroom ensures effective educator preparation.
Goal #3	Centers of Excellence impact teacher education programs including **pre-service** students and **higher education faculty**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective MTs in attending Men of Color conference and participating in education/educator strand.	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipate more students attending in Year 3.	Will coordinate with institutions of higher education across the triad partnership to consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into	Build recruitment partnerships between triad partners.	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipating increased number of triad partner representatives attending the Summer Convening.	Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in

the teacher preparation pipeline.				education as a career. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionally experienced by MTs during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Support provision of Praxis Core test preparation for preservice MTs.	Praxis Core support workshops to preservice teachers interested in teaching.	Number of students being provided support and passing their Praxis exam after taking this workshop.	Aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep.
Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
Students can be better prepared for college-level writing if secondary and higher education faculty can work together to align expectations.	"Preparing Students for College Writing" will discuss how secondary ELA teachers can align their curriculum with student learning outcomes that are typical for first-year writing courses at colleges and universities in South Carolina.	Registration records.	Anticipating 15 participants.	A survey will be administered.
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees	Mathematics Readiness Meeting Improve mathematics readiness in the state through facilitating conversations between instructors of mathematics	Co-directors will consult with higher education and secondary faculty to develop agenda and invite speakers.	It is estimated about 30 individuals will attend the meeting.	Survey the focus group to determine the changes that instructors—both K12 and higher ed—have made within their classrooms as a result of these meetings.

with a strong background and expertise in mathematics and coding.	in both high school and higher education.			

USC Columbia: SC-TEACHER				
Conducted a state-wide assessment of existing databases to determine what data are collected and where data are housed.	Began work to merge existing data sources (as applicable) into common dataset(s). Asked the partners what data exists and what data they would like to have access to.	Various sources of data from relevant state and/or district agencies have been identified, collected, and entered into the newly developed database.	Identify, collect, and enter 100% of the data sources.	Have 100% of the available South Carolina data identified, collected and entered into the SC-TEACHER database.
	Surveyed partners and stakeholders to determine what additional information is of interest to collect.	Additional information of interest to collect has been identified through results from surveys administered to educational partner stakeholders.	A list of additional information of interest to collect is generated by the end of Year 3.	Developed and administered surveys for educational partner stakeholders focused specifically, on issues relevant to education in South Carolina.
	Collect data from a representative sample of P-12 teachers from across South Carolina in the form of a survey to "fill gaps" in the newly created Database.	Continue to work with the Learning Policy Institute to administer the same surveys to South Carolina teachers as with the national sample, allowing for creation of a comparative dataset. Continue to create and administer surveys regarding specific questions of interest to SC and SC educational stakeholders.	Draft Teacher Exit Survey in conjunction with partnering districts.	Teacher Exit Survey instrumentation developed and plan for a representative sample of P-12 teachers in South Carolina.
	Survey educational partners with their questions of interest from the data collected into the	Educational partners generated and prioritized a list of questions of interest to answer from data housed in the newly developed	Have conducted three sets of data analyses to address the priority questions (done by the	Findings written for publication at least on the SC-TEACHER website (by mid- Year 3).

	newly developed database.	database.	end of year 2). Currently writing the reports for these results.	
Determine what activities related to teacher recruitment efforts, preparation practices, and retention efforts are conducted by SC Institutions of Higher Education (IHEs).	Document current practices in place relative to teacher education.	Document current teacher recruitment, preparation and retention practices with SC-TEACHER partners. Working Papers, Facts Sheets and Infographics developed and published related to teacher recruitment, preparation practices and retention efforts in SC.	Have MOUs with four IHEs. Anticipating the same number of working papers published.	By the end of Year 3, educational practices information will be entered into the database 3 (*this is delayed from Year 2 to Year 3-4 due to the extreme and abrupt disruptions in routine functioning of IHE due to the COVID-19 pandemic).
	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in- service P-12 teachers.	Conducted focus groups with educational partners: • Teachers in their first 3 years • Develop 2 First-Person Narratives with 2 more planned for Year 3 (Fall 2020).	• Focus group data results have been collected • Two of the First-Person Narratives have been developed with 2 more planned for Year 3 (Fall 2020).	By the end of Year 4: • Focus group data will have been analyzed • Four First-Person Narratives will be published.
Conduct on-going database management activities to provide a reliable database for conducting data analyses to inform stakeholders.	Continue to collect additional data as new district and school partners are added to the Center.	Additional relevant data will have been collected throughout the life of the Center (Years 3-5).	100% of the data collected will be entered and analyzed at the end of years 3-5.	By the end of Year 5, all data collected will be analyzed.

Fiscal Year 2020-21	
Problem/Issue	Impactful and effective professional development is a crucial component for education professionals to support the complex and changing needs of K-12 students.
Goal #4	Centers of Excellence provide high quality **professional development** to teachers in schools, districts, and the state.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.	In-service PD will be available to interested districts for staff regarding diversity, equity, and inclusion.	Number of districts / schools / teachers participating in workshops offered.	Survey of the workshop participants to identify the effectiveness.

Track teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher survey and reported on the State Report Cards. |
| **Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)** | | | | |
| Same as FY19-20. | Activities will continue as stated in FY 2019-20. | Outputs are expected to continue to be the same or improve over the next year. | Expect that participants in our professional development activities will find the experiences engaging and will gain knowledge and resources that they may use in their classrooms or schools. | Evaluations of professional development activities. |

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
The *Profile of the South Carolina Graduate* has, appropriately, come to serve as the definition of college and career readiness for the state. It is in everyone's best interest to know about the different programs being conducted across the state.	Readiness and the Report Card Conference

Statewide leaders, school administrators, career counselors, and classroom teachers will be brought together to share about the methods being used across the state to prepare students for college and careers. | One-day conference at FMU which features two keynote addresses and concurrent sessions by educators from across the state. Tentative topic: Dual credit. | Anticipating 40 participants attended. | Survey participants in order to identify which practices they have implemented in their schools/districts/programs and what effect those practices have had on student performance. |
| Researcher and EPIC founder David Conley notes that college and career readiness share many elements and that there are certain skills including study skills, time management, persistence, and ownership of learning that are essential to students' success no matter what they pursue after high school graduation (Conley 2014). | Provide Readiness Online course for teachers and counselors who want to deepen their knowledge and understanding of current research on college and career readiness. Participants who complete the course will earn three graduate credits. The course is focused on exploring the key elements of college and career readiness as outlined by David Conley, and participants will take what they learn about college and career readiness and develop a project that they can develop in their own school. | Readiness Online Course (July – August, 2020). | 26 students participated. | Survey participants in order to learn what they learned in the class that was most useful, which practices they have implemented in their schools/districts/programs, and what effect those practices have had on student performance. |

Partnerships/Programs/Agencies

	Book group held on Zoom where teachers and co-directors read and discuss book-length texts relatable to college and career readiness	At least 4 books will be used for the book group. Improve educators' knowledge about research into college and career readiness.	The number of attendants.	Survey participants in order to learn which practices they have implemented in their schools/districts/programs and what effect those practices have had on student performance.
**USC Columbia: Center of Excellence for** **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**			
Increase the number of teachers and career development facilitators who utilize career focused PBL units in their learning environments. Provide professional development to teachers and career development facilitators (CDFs) in contextual and project-based learning methodologies emphasizing career (Summer 2021).	Offer SC State Board of Education approved sequence of three-courses ending in SC Project-Based Learning Endorsement with participating teachers and CDFs. There are 50 individuals who are ready to take the sequence in 2020-21 academic year.	Attendance records. Completion on PBL sequence. Presentation during Summer Institute and at conference presentations.	Anticipating increasing number of participants.	Enrollment Rates Completion Rates Case Study Analysis of Classroom Observations

Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	Effective teaching is considered the single-most important "school-based" factor in student growth. Research of best-practice and content delivery are key to improving teaching and teacher preparation.			
Goal #5	Centers of Excellence undertake **research** designed to determine effective practice and content.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)				
Inform triad partnerships, to reduce MTRR barriers and increase assets at the organizational and community levels and strengthen organizational leadership.	Conduct initial needs assessment for any new district partners and annual needs assessments as needed, in order to continue identifying local MTRR barriers.	Online surveys of teachers and students to be conducted at all 15 partner schools in four districts.	Survey data to be collected from teachers and students.	Analyze data and identity trends in order to develop programs to address the identified issues.
	Develop metrics for early identification of prospective MTs.	Metrics developed.	Number of districts used the metrics.	
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Same as FY 2019-20	Conference proposals. Papers submitted for Publication.	The Center staff will submit at least one conference proposal and manuscript for publication this year.	Proposals are accepted for presentation. Manuscripts are submitted to a peer reviewed journal.	Successfully conference acceptance and publication of journal articles.

Partnerships/Programs/Agencies

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees with a strong background and expertise in mathematics and coding.	Mathematics Readiness Research Project— Literature review and identification of best practices and programs. Develop survey.	Survey of approaches to math readiness in South Carolina.	Gather information about math readiness in South Carolina.	Analyze results of research into math readiness in South Carolina.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Conduct research about PBL methodologies.	Administer questionnaires to preservice and inservice teachers and career development facilitators to ascertain insights into teaching in a rural setting.	Results from our partnering teachers, career development facilitators, preservice teachers took the questionnaires.	Utilize the results from the questionnaire to fully develop a replicatable model for place-based internships in South Carolina. Present at research conferences.	Report the results after using quantitative and qualitative measures.

USC Columbia: SC-TEACHER				
Understand the effect of various South Carolina teacher recruitment strategies on pre-service candidate enrollment.	Survey and/or conduct focus groups of current students attending SC IHEs regarding views on teaching as a career as well as students declaring interest (but not enrolling in) the field of education.	Surveys and/or focus groups will have been conducted.	By the middle of Year 4: a. Surveys will have been administered to current students. b. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 4.	By the end of Year 4, data regarding views of teaching as a career will have been collected.

	Document the impact of recruitment strategies on numbers of candidates majoring in Education, graduating, obtaining certification, and teaching within (and outside) of SC using new data collection and examination of archival data.	Impact of recruitment strategies will have been documented.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	By the end of Year 4, data regarding recruitment strategies will have been entered and analyzed.
Understand the effect of various South Carolina teacher preparation strategies on new teacher preparedness.	Survey and/or conduct focus groups of educational stakeholders (e.g., principals, new teachers [1-3 years in the field], HE personnel) to determine impact of teacher preparation programs on aspects identified in the literature and through these surveys as important to new teachers (e.g., job satisfaction, stress, etc.).	Surveys and/or focus groups will have been conducted.	Surveys will have been administered to educational stakeholders. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 4.	By the end of Year 4, data from educational stakeholders will have been collected.
Understand the effect of various South Carolina teacher retention strategies on new teachers remaining in the classroom and the field of education.	Survey and/or conduct focus groups of new teachers to determine impact of teacher retention activities on new teacher retention (e.g., life/work management, likelihood	Surveys and/or focus groups will have been conducted.	By the middle of Year 4: a.Surveys will have been administered to new teachers. b. Information from surveys will inform focus groups (as needed) for additional information to	By the end of Year 4, data regarding teacher retention will have been collected.

	of remaining in the field) as well as reasons why teachers may leave the field.		be collected by the end of Year 4.	
	Document the impact/effectiveness of retention strategies on numbers and percentages of new teachers remaining in education.	Impact of recruitment strategies will have been documented.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	By the end of Year 5, data regarding teacher retention will have been entered and analyzed

Fiscal Year 2020-21	
Problem/Issue	The goals and outcomes of the K-12 system must be linked to post-secondary success (College and career readiness)
Goal #6	Centers of Excellences **disseminate information** on model program and activities to **P-12 personnel**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
See Goal 5 (To Disseminate research on teacher candidate perceptions of program components impact on candidate retention and assessment of candidate perceptions of their own student achievement.). Goal 5 and 6 relate to the research of alternative certification and the effectiveness of the APEC Program. The APEC Center staff will submit proposals	The Same as Goal 5.	Outputs are expected to continue to be the same or improve over the next year.	The Same as Goal 5, anticipating more fellows.	The Same as Goal 5, to copy and paste here.

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and manuscripts for conferences/journals focused on teacher preparation.				

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
"Building a college-going culture in schools is especially important where students are traditionally underserved and underrepresented in higher learning" (Avilés 2011). She notes that "college prep high schools" believe that all students can succeed in college, are determined "to succeed as a school with a college-going culture," overcome obstacles "during the planning and implementation phase," and have faculty and staff who share a commitment to "academic focus, hard work and commitment" and to making sure that "all students are treated with respect and are	P-20 Summit is planned.

Printing and distribution of Readiness Report #3: "Case Studies in South Carolina College and Career Readiness" at workshops and conference presentations | One-day workshop at Francis Marion University. Topics will be determined. Report used in the "Creating College-Going Culture" webinar and in the online readiness course. | Anticipating 40 participants. Approximately 50 copies distributed; online version posted on Center website | Survey participants to determine which sources they rely on for information on college and career readiness. This will help us to determine the reach of these reports and what other channels are used for access to this information.

Survey those who attended the P20 summit over the last four years to understand the impact on classroom practice and program administration and/or development. |

provided the support necessary to become successful" (Avilés 2011).				

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Disseminate research.	Present research findings pertaining AWAKE.	Presentation at the national and state conferences.	Anticipating increased number of presentations.	The number of conference attendees.
Conduct and disseminate research.	Administer questionnaires to preservice and inservice teachers and career development facilitators to ascertain insights into teaching in a rural setting.	Results from our partnering teachers, career development facilitators, preservice teachers took the questionnaires.	Utilize the results from the questionnaire to fully develop a replicatable model for place-based internships in South Carolina. Present at research conferences .	Report the results after using quantitative and qualitative measures.

USC Columbia: SC-TEACHER				
Commission educational researchers from SC to examine certain issues and write working papers related to the identified topics.	Continue to identify areas of national priority related to teacher recruitment, preparation and retention and commissioned the writing of seven working papers on these topics.	Continue to publish working papers and reports.	Continue to publicize the working papers and blogs to the stakeholders through website, webinars, and social media.	With forthcoming publications, we will collect data on how many people visit the website and read the publication. The Center will continue to monitor how many attend each webinar.
Work with teachers to craft first person teacher narratives so that teachers can share	Partnered with the Center for Teaching Quality to identify teachers to share their	At least two additional first-person teacher narratives will be published in Year 4.		With forthcoming publications, data on how many people visit the website and

their experiences so that support can be strengthened.	positive experiences and their growth opportunities.			read the publications will be collected. By the start of Year 4, this list will include more than 500 email addresses.

Fiscal Year 2020-21	
Problem/Issue	Once identified and vetted, the best knowledge, skills, and professional dispositions to raise the standards of learners must be available to the education community.
Goal #7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates **dissemination and replication**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
The APEC Center works with an external evaluator to determine the Center's progress toward meeting its goals and to determine the program's ability to provide quality teacher preparation.	Focus group interviews Surveys Course evaluations Field experience evaluations Course grades SCTS 4.0 rubric evaluations Advisory board meetings Professional development evaluations	Data is provided to the external evaluator in the fall and spring of each year.	Outcomes stated in Goals 1, 2, 5, 6, and 7 are met.	SCTS. 4.0 rubric Course evaluation Professional development evaluations Surveys Interview protocols.
Francis Marion University: Center of Excellence on College and Career Readiness (CCR)				
K20 teachers will submit assignments linked to Conley's Four Keys to College and Career Readiness. Assignments will be published on a searchable database so that teachers can share practices that help to prepare students for	Create Mathematics Database. Printing of manual. Activate Academy Coordinator's Manual PBL Expo Teachers from across the state will be invited to	Database created. Manual printed. Expo is in place. Online assignment linked to the center website. Creation a site and population with at least 20 assignments.	Anticipating receiving 20 assignments this school year.	Number of assignments uploaded. Number of assignments downloaded.

college success.	exhibit their projects and share a project template that follows the format created by the Buck Institute for Education/PBL Works			
Encourage other districts and universities work together to facilitate summer programs.	Collaborate between districts and workplaces through using Activate Academy Coordinator manual.	Manual made available online.	Expect to share with at least 50 participants from both within and outside the side.	Number of downloads.

Fiscal Year 2021-22	
Problem/Issue	The highest-need schools in South Carolina have the most inexperienced teachers. Effective Educator Preparation Programs must prepare teachers with the knowledge, skills, and dispositions to demonstration a positive impact on all P-12 students' learning and development. Educator Preparation Providers have the knowledge and skills to provide direct support to the students in the highest need schools.
Goal #1	Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance **teacher practice** and **student achievement**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into the teacher preparation pipeline.	Build recruitment partnerships between triad partners.	The annual Summer Convening will be held to identify the findings of action plans discussed in FY 2020-21 Summer Convening.	Maintain or increase number of participants from triad partners to attend.	Survey of the Convening to identify the effectiveness.
Support MTRR via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support	Continue to provide professional development workshops to inservice teachers.	Inservice PD will be available to interested districts for staff regarding diversity, equity, and inclusion.	Number of districts / schools / teachers participating in workshops offered.	Survey of the workshop participants to identify the effectiveness. Track teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured

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Partnerships/Programs/Agencies

student learning and create a larger MT pool over time.				by the annual teacher survey and reported on the State Report Cards.
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Recruit and prepare quality candidates to critical need school districts.	Online Registration for Information Sessions. Continue collaboration with district HR personnel to promote information sessions and share flyers and brochures about the APEC program. Attend district sponsored activities to inform employees about the APEC Program. Recruitment Activities: Information sessions will be held for interested district employees and career changers to recruit participants into the APEC Program. Begin offering January and July cohort starts. The Center will engage in the same activities as discussed in Attachment A but hopes to solidify a partnership with another	Plan to offer at least one information session in each partner district. Information sessions are offered in the fall and spring. Fellows are provided a mentor teacher and college supervisor to provide support. Observation of candidate classroom activities performed to meet module learning outcomes. Fellows score Acquiring or above on relevant sections of the SCTS 4.0 rubric is expected in Field 1 and Proficient or above in Field 2. Praxis workshops and professional development activities to support retention.	Recruit up to 15 candidates annually. Retention of 70% candidates from program entry through Year 2 and 3.	70% of recruited candidates are retained in the program through Year 2. 70% of candidates are retained in the program through the end of year 3. 90% of candidates score Acquiring or above on relevant sections of the SCT Standards 4.0 at the end of Field Experience 1. 90% Proficient or above on relevant sections of SCT Standards 4.0 at the end of each of the following years. 70% of candidates will pass the Praxis 2 exam by the end of Year 2. 70% of candidates on will pass PLT by end of Year 3. 70% of candidates complete the process of

| | institution to offer an off-campus cohort for Sumter and Kershaw counties.

Develop partnerships with additional high need districts in areas of the state that do not have local colleges or universities. The APEC Center currently receives emails and calls from interested participants in more rural parts of the state. | | | obtaining licensure by the end of Year 4.

Examination of student performance data of APEC certified teachers at Year 4 and 5.. |

Fiscal Year 2021-22	
Problem/Issue	Effective Educator Preparation Programs develop best-practice based on research. Content and pedagogical skills must be tested and refined by teachers in training (pre-service) and current teachers (in-service).
Goal #2	Centers of Excellence develop and model state-of-the art **pre-service** and **in-service** programs.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Foster efforts to align curriculum among triad partners. Support provision of Praxis Core test preparation for preservice MTs.	Transferrable credit hours. Praxis Core support to preservice teachers interested in teaching	Increases in the average number of credits transferring from triad two-year institutions to four-year institutions counting towards teaching degree completion. Increases in the number of prospective MTs transferring from triad two- year institutions to teacher education programs in the partner four-year programs and increases in the proportion of these prospective MTs completing teaching	Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in education as a career. Growth will be determined based on the baselines established in year 1. The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep.

Partnerships/Programs/Agencies

			degrees and entering the field. Number of students being provided support and passing their Praxis exam after taking this workshop.	
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Increase clinical placements for preservice MTs in priority schools. Provide best practice materials to support higher education faculty engagement with P-12 district partners.	Clinical Placements and annual Summer Convening discussing potential implementation.	Anticipating increased clinical placements in P-12 priority schools within the triads.	Impact of this activity will be assessed by tracking increases in the number of preservice MTs from within the triad and the eventual increase in minority teacher hiring by 10 teachers per year across partner schools, and we will attempt to increase the number hired from within the triad.
Enhance the induction experience for MTs new to teaching, leading to increased retention once placed in the field. This will be accomplished by enhancing the infrastructure of leadership and support at the schools in which they work.	Annual triad partner meeting to develop collaboration and leadership.	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipating increased number of triad partner representatives attending the Summer Convening.	Feedback surveys of meeting utility and satisfaction will be collected at the end of each of the two days of the meeting.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Increase teacher retention of candidates who have completed the proposed alternative certification program through individualized mentoring and support in the classroom.	Continue to implement scheduled teaching rounds so that Fellows can observe master teachers in different schools. Partner with the COE at Francis Marion University to offer the poverty graduate course to APEC Fellows. Offer each Fellow an instructional coach as they begin the first year of teaching.	Teacher candidates' engagement in focus group interviews to determine their perceptions of the program and the experience. Candidates indicate that they feel well prepared to teach effectively. Fellows complete the requirements of the master's degree. APEC Fellows successfully completed the requirements for Field Experiences 1 and 2 and the four course modules.	Fellows completing Field Experience 2 score Proficient or above on the SCTS 4.0 rubric. All Fellows scored Acquiring or above on the SCTS 4.0 rubric at the end of Field Experience 1. Fellows earn a B or higher in all course modules. APEC Fellows are interviewed at the end of the year regarding their perceptions of the program. Fellows also completed evaluations at the end of each course and field experience.	90% of teachers completing the APEC Program will score proficient or above on SCT Standards 4.0/ADEPT in Year 3 and 5 of their teaching careers. 90% of teacher candidates perform at a proficient or above level on classroom activities performed to meet module learning outcomes for each course. Measured by grades in instructional course modules. 70% of teachers are retained in the program through the end of year 3. 70% of Fellows are retained in the first three years of teaching.

Fiscal Year 2021-22	
Problem/Issue	Along with the most recent research, higher education faculty must maintain a knowledge of current K-12 challenges. Research accompanied by a current understanding of today's K-12 classroom ensures effective educator preparation.
Goal #3	Centers of Excellence impact teacher education programs including **pre-service** students and **higher education faculty**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective MTs in attending Men of Color conference and participating in education/educator strand.	Continue to coordinate with the organizers of the Men of Color National Summit to support and promote participation of students who are enrolled in partner P-12 districts at the Summit.	Anticipating increased number of students attending in Year 4.	Will coordinate with institutions of higher education across the triad partnership to consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into	Build recruitment partnerships between triad partners.	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipating increased number of triad partner representatives attending the Summer Convening.	Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in

Partnerships/Programs/Agencies

the teacher preparation pipeline.				education as a career. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Support provision of Praxis Core test preparation for preservice MTs. .	Praxis Core support workshops to preservice teachers interested in teaching.	Number of students being provided support and passing their Praxis exam after taking this workshop.	Aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep.
USC Columbia: SC-TEACHER				
Conducted a state-wide assessment of existing databases to determine what data are collected and where data are housed.	Continue to merge existing data sources (as applicable) into common dataset(s) Ask the partners what data exists and what data they would like to have access to.	Various sources of data from relevant state and/or district agencies to be: a) identified and b) collected and c) entered into the newly developed database.	Identify, collect, and enter 100% data.	Will have 100% of the available South Carolina data identified, collected and entered the SC-TEACHER database.
	Survey partners and stakeholders to determine what additional information is of interest to collect.	Additional information of interest to collect has been identified through results from surveys administered to educational partner stakeholders.	A list of additional information of interest to collect was generated by the end of Year 4.	Develop and administer surveys for educational partner stakeholders focused specifically, on issues relevant to education in South Carolina.
	Collect data from a representative sample of P-12 teachers from across	Continue to work with the Learning Policy Institute to administer the same surveys to	Teacher Exit Survey developed by the Center.	Teacher Exit Survey instrumentation developed and a plan to

	South Carolina in the form of a survey to "fill gaps" in the newly created Database.	South Carolina teachers as with the national sample, allowing for creation of a comparative dataset. Continue to Create and administer surveys regarding specific questions of interest to SC and SC educational stakeholders.		disseminate to a representative sample of P-12 teachers in South Carolina.
	Survey educational partners with their questions of interest from the data collected into the newly developed database.	Educational partners generated and prioritized a list of questions of interest to answer from data housed in the newly developed database.	Continue to conduct three sets of data analysis.	Publish findings on the website.
Determine what activities related to teacher recruitment efforts, preparation practices, and retention efforts are conducted by SC Institutions of Higher Education (IHEs).	Document current practices in place relative to teacher education.	Continue to document current teacher recruitment, preparation and retention practices with SC-TEACHER partners.	Information regarding educational practices will be entered into the database by end of Year 5.	By the end of Year 5, data from educational stakeholders will have been collected.

Fiscal Year 2022-22	
Problem/Issue	Impactful and effective professional development is a crucial component for education professionals to support the complex and changing needs of K-12 students.
Goal #4	Centers of Excellence provide high quality **professional development** to teachers in schools, districts, and the state.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Conduct PD workshops for interested P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity. Provide access to interested partner districts for diversity-oriented programs via partnership with Clemson.	In-service PD will be available to interested districts for staff regarding diversity, equity, and inclusion.	Anticipating more teachers from more schools / districts participating in workshops offered.	Survey of the workshop participants to identify the effectiveness. Track teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher survey and reported on the State Report Cards.
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Provide ongoing Professional Development to critical needs districts for teachers who complete alternative certification programs.	Offer instructional methods workshops for Fellows and district employees preparing for Praxis exams, each semester/summer.	At least 16 hours of Praxis 2 and pedagogy training. At least 16 hours of foundations of literacy training. A spring professional development day	Enroll at least 30 participants in the praxis, literacy, and pedagogy training. Increase the participation in the PD Day and Summit by 20 participants.	Evaluations are used to understand the participant's perceptions of the professional developments on teacher performance and to improve professional development workshops.

Partnerships/Programs/Agencies

	Offer foundations of literacy workshops for teachers. Provide a day long professional development event. Participants attended three-hour workshops to develop their knowledge and skills in specific areas. Provide the CERRA Mentor teacher training for district employees at least once a year. Offer monthly professional seminars for APEC Fellows.	Offer the CERRA mentor teacher training to partner districts at least twice a year. Offer the APEC Center's Summit on Teaching and Mentoring annually during the summer. Begin a monthly PD series called Polishing your Performance, open to APEC Fellows, teachers, and preservice teachers to help them hone their craft.	Recruit at least 30 teachers to complete the CERRA mentor training.	

Fiscal Year 2021-22	
Problem/Issue	Effective teaching is considered the single-most important "school-based" factor in student growth. Research of best-practice and content delivery are key to improving teaching and teacher preparation.
Goal #5	Centers of Excellence undertake **research** designed to determine effective practice and content.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Inform triad partnerships, in an effort to reduce MTRR barriers and increase assets at the organizational and community levels and strengthen organizational leadership.	Conduct initial needs assessment for any new district partners and annual needs assessments as needed, in order to continue identifying local MTRR barriers.	Online surveys of teachers and students to be conducted at all 15 partner schools in four districts.	Survey data to be collected from teachers and students.	Analyze data and identity trends in order to develop programs to address the identified issues.
	Develop metrics for early identification of prospective MTs.	Metrics developed.	Number of districts used the metrics.	
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Research on teacher candidate perceptions of program components impact on candidate retention and assessment of candidate perceptions of their own student achievement.	Submission of grants, papers, and conference presentation proposals.	Conference proposals submitted to conferences that focus on teacher preparation and development.	At least presented at three state and national conferences.	One paper, presentation, and conference proposal submitted each year.

USC Columbia: SC-TEACHER				
Conduct on-going database management activities to provide a reliable database for conducting data analyses and informing stakeholders.	Continue to collect additional data as new district and school partners are added to the Center.	Results from our partnering teachers, career development facilitators, preservice teachers took the questionnaires.	100% of the data collected will be entered and analyzed at the end of years 5.	By the end of Year 5, all data collected will be analyzed.
Understand the effect of various South Carolina teacher recruitment strategies on pre-service candidate enrollment.	Survey and/or conduct focus groups of current students attending SC IHEs regarding views on teaching as a career as well as students declaring interest (but not enrolling in) the field of Education.	Surveys and/or focus groups will have been conducted.	Analyze the data collected from the focus group.	By the end of Year 5, focus group data will have been analyzed.
Understand the effect of various South Carolina teacher preparation strategies on new teacher preparedness.	conduct focus groups of educational stakeholders (e.g., principals, new teachers [1-3 years in the field], HE personnel) to determine impact of teacher preparation programs on aspects identified in the literature and through these surveys as important to new . teachers (e.g., job satisfaction, stress, etc.) Document the impact/effectiveness of preparation strategies on numbers and percentages of aspects identified as	Surveys and/or focus groups will have been conducted. Impact of recruitment strategies will have been documented	100% of the data collected will be entered and analyzed.	By the end of Year 5, all data collected will be analyzed.

	important to new teachers.			
Understand the effect of various South Carolina teacher retention strategies on new teachers remaining in the classroom and the field of education.	Survey and/or conduct focus groups of new teachers to determine impact of teacher retention activities on new teacher retention (e.g., life/work management, likelihood of remaining in the field) as well as reasons why teachers may leave the field. Document the impact/effectiveness of retention strategies on numbers and percentages of new teachers remaining in education.	Surveys and/or focus groups will have been conducted. Impact of recruitment strategies will have been documented	100% of the data collected will be entered and analyzed.	By the end of Year 5, all data collected will be analyzed.

Fiscal Year 2021-22	
Problem/Issue	The goals and outcomes of the K-12 system must be linked to post-secondary success (College and career readiness)
Goal #6	Centers of Excellences **disseminate information** on model program and activities to **P-12 personnel**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
Disseminate research on teacher candidate perceptions of program components impact on candidate retention and assessment of candidate perceptions of their own student achievement CHE Goal 6: Centers of Excellence disseminate information on model program and activities to P-20 personnel.	Newsletters (each semester) Conference presentations (annually) Annual program evaluation Manuscripts (yearly)	Collaborate with the external evaluator monthly to determine what types of data will be collected and shared and to discuss issues/challenges. Submit proposals to state, regional, and national conferences. Apply for federal grant funding to further develop a beginning teacher support program for alternatively certified teachers.	Submit a manuscript and conference proposals by June 30 of each year.	Disseminate research on teacher candidate perceptions of program components and its impact on their retention and success annually. At least one conference proposal or manuscript accepted yearly.
USC Columbia: SC-TEACHER				
Commission educational researchers from SC to examine certain issues	Continue to identify areas of national priority related to teacher recruitment, preparation	Continue to publish working papers and reports.	Continue to publicize the working papers and blogs to the stakeholders through	With forthcoming publications, we will collect data on how many people visit the

and write working papers related to the identified topics.	and retention and commissioned the writing of seven working papers on these topics.		website, webinars, and social media.	website and read the publication. The Center will continue to monitor how many attend each webinar.

Fiscal Year 2021-22	
Problem/Issue	Once identified and vetted, the best knowledge, skills, and professional dispositions to raise the standards of learners must be available to the education community.
Goal #7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates **dissemination and replication**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)				
The APEC program's external evaluation plan. The external evaluation was designed to answer the following evaluation questions. 1. Were the expected number candidates retained in the APEC program? 2. Were the expected number candidates recruited to the APEC program? 3. To what extent does the APEC program prepare highly qualified teacher candidates? 4. To what extent does the APEC program prepare	Data used to inform the external evaluation report include interviews with cohort two students, transcripts from meetings with APEC center faculty, transcript from advisory board meeting, survey data from APEC Professional Development day, student course evaluations, SCT 4.0 rubrics, grades from instructional course modules, and program documents. The Center will begin focus groups of alternatively certified teachers from any alt cert program to	100% of data listed under the activities/intervention column is collected.	The external evaluation report is complete prior to the end of September 2022.	The external evaluation report is complete prior to the end of the fall semester each year.

teacher candidates for the licensure exam? 5. How are students taught by APEC performing on assessments? 6.What are APEC program participants perceptions of engagement of in teacher residency?	understand their experiences.			

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)

- COVID-19 district and school closures that began in March 2020 severely impacted CRE^{2}DE's ability to conclude year two programmatic and research activities.
- Continued attention navigating leadership changes in partner schools and district consolidation in Orangeburg County Schools.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)

- Implementation of the APEC Program requires regular communication and collaboration with staff in our partner districts. APEC's primary contact persons are staff in the human resources offices who have many other responsibilities in addition to APEC. A major challenge this year has been communication and coordination with the districts who have experienced turnover.
- Covid-19 also posed challenges for all higher education institutions. The APEC Center had to support APEC Fellows completion of their student teaching experience after schools were closed and began virtual instruction.
- Working with nontraditional college students who have been out of school for several years and struggle to navigate technology and the work life balance. Providing academic support for these students.
- Helping APEC Fellows pass Praxis 2 certifying exams.
- Ensuring that all APEC Fellows have supportive, engaging mentor teachers.

Francis Marion University: Center of Excellence on College and Career Readiness (CCR)

- Due to Covid-19, the Center was unable to hold the following events:
    - Mathematics Meeting
    - PBL Expo
    - Activate Academy
    - some planned presentations at conferences.
- In order to continue to work with and inform the constituents, the Center implemented new virtual programming including the Readiness Reading Group, on-demand webinars, and virtual college tours. The Center also made resources related to online teaching available on our website.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

- COVID has impacted the delivery model of summer PD; the AWAKE team pivoted and held a virtual PBL information session.
- One major challenge for funding is that taking this action impacted our MATCH.
- Moving to a virtual PD removed the opportunity for our LEA partners to provide match in terms of facilities, etc. Currently, the Center plans to have face-to-face PD sessions during Summer 2021 so that our LEA partners can provide match.

USC Columbia: SC-TEACHER

- Accessing available data, both from districts and from the SCDE, their location, format, and ability to be extracted at a person level, then connected to other data was a complex enterprise.
- Securing data sharing MOUs between the UofSC and the SCDE and between UofSC and the Partner IHEs, the associated approval chains, and deeper logistical discussions regarding data transfer proved to be time consuming.
- The Center remained on track for year 3 to begin running analyses from the database for priority questions developed by Partners during a Partner meeting held on January 15, 2020 at Newberry County School District.
- COVID-19 pandemic's abrupt disruption of educational functioning at all levels (Pre-K, K-12, higher education, including SCDE and IHEs), school closures and social distancing requirements have led to the need to push interactive activities with educational stakeholders back by a year.

Fiscal Year 2020-21

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)

- Continued challenges coordinating with district and school partners due to COVID-19 pandemic.
- Scheduling challenges with data collection and program activities, as a result of typical challenges with school-based partnerships and competing calendar priorities (e.g., State testing)
- Survey response rates
- Leadership turnover in partner districts and schools

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)

- Communication with partner districts.
- Support of nontraditional college students.

- Virtual instruction due to Corvid -19

Francis Marion University: Center of Excellence on College and Career Readiness

- Assemble a Center Advisory Committee comprised of teachers (K-20), school administrators, career development facilitators, and other stakeholders. This Committee will guide the co-directors as they create the calendar for the year and assess past activities.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

- COVID may have an impact, however, the Center will continue to offer the PBL sequence via online coursework.

USC Columbia: SC-TEACHER

- Linking data from the SCDE, LEAs, and IHEs across the state, at a person level, may prove to be a challenge, and due to school closures in Spring 2020 resulting from the COVID-19 pandemic, no state assessments were administered; thus, data might not be available for this academic year (2019 – 2020).
- For data linking, the Center is seeking to connect disparate pieces of data through a unified identifier. This has proven difficult, and the Center will continue to explore avenues for linking these data.
- In conjunction with our partners, the Center will develop a policies and procedures document for researchers seeking to interface with the database.

Fiscal Year 2021-22

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)

- Scheduling challenges with data collection and program activities, as a result of typical challenges with school-based partnerships and competing calendar priorities (e.g., State testing)
- Survey response rates
- Leadership turnover in partner districts and schools

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)

- Communication with partner districts.
- Support of nontraditional college students.
- Virtual instruction

USC Columbia: SC-TEACHER

- For data linking, the Center is seeking to connect disparate pieces of data through a unified identifier. This has proven difficult, and the Center will continue to explore avenues for linking these data.

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.

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)

Because of the interruptions of Center operations in year 2 due to COVID-19, there was minimal opportunity to evaluate the impact of the Center due to postponed data collection and center activities (e.g., the postponement of the summer convening with district partners). While baseline data were collected through needs assessment interviews and focus groups of teachers and school and district leaders and survey data on professional development needs and psychological constructs important for teacher recruitment and retention were collected from teachers, and aligned data on career interests and psychological constructs important for academic success and persistence of minority students were collected from students—the Center was unable to finish data collection for year 2 based on district and school closures that began in March 2020. Year 2 data collection will resume in Fall 2020, and data from year 2 will be compared with data from year 1 with the aim of eventually tracking the impact of center activities on: 1. Minority students interested in teaching during MS & HS; 2. Minority students applying to college for teaching; 3. Minority students starting education courses; 4. Minority students completing teacher education; 5. Minority teachers (MTs) securing teaching positions; 6. MTs staying at school during first 5 yrs. of career; and 7. MTs staying at school after first 5 yrs. of career.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

Data used to inform this report include interviews with cohort fellows, transcripts from meetings with APEC center faculty, transcript from advisory board meeting, survey data from APEC Professional Development day, student course evaluations, SCT 4.0 rubrics, grades from instructional course modules, and program documents.

The following measures are used to determine the overall impact of the program:

- Recruit up to 15 candidates annually.
- 70% of recruited candidates are retained in the program through Year 2.
- 90% of candidates score Acquiring or above on relevant sections of the SCT Standards 4.0 at the end of Field Experience 1.
- 70% of candidates will pass Praxis II at the end of Year 1.
- 90% of teacher candidates perform at a proficient or above level on classroom activities to meet module learning outcomes for each course.
- Participants positively rate the professional development workshops' impact on their teaching performance and knowledge.
- Dissemination of research on teacher candidate perceptions of program components impact on candidate retention and success annually.

Francis Marion University: Center of Excellence on College and Career Readiness

During FY 2019-20, the Center was asked to shift the focus of the internal evaluation from the evaluation of individual sessions to a model that captures the impact of our programming on teachers and their students. Two surveys were administered.

The first was a retrospective survey of those participants who attended a Center event from July 1, 2019-June 30, 2020. The second was a more general survey that will be used in the future for our events, send to participants after they have participated.

McRel, the external evaluator, had planned to conduct focus groups with participants this spring. Due to Covid-19, it was cancelled. Before the end of the 2020 calendar year, McRel will conduct focus groups with those we have worked with this year, beginning July 1.

The McRel survey of past participants that focused on what the usefulness of the professional development the Center provided on their teaching over multiple years showed that the large majority of participants believed that the Center's programs had a positive impact on their practice and that the majority also used what they learned in their classroom to impact their students.

The Center worked with over 150 teachers and college faculty from 12 different districts and 28 different schools.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

The following data were collected:
- Course Enrollment Rates
- Course Completion Rates
- Course Grades
- Three-Course Completion Rate
- PBL Rubric
- PBL Endorsement

The measures that were administered:
- Measure of student aspirations & career exploration
    o Connect to individual career plans
- Teacher questionnaires
- Teacher-intern focus groups
- PD questionnaire
- Observation of PBL units

The following evaluation activities are also planned for Year 4:
- Follow-up survey of summer 2019 workshop participants (Strategy 2, Fall)
- Evaluation survey of first PBL course (Strategy 2, Fall)
- Review of presence and user statistics, project website and social media accounts (May)
- Interviews of Teacher (Strategy 10, May/June)
- Evaluation survey of summer institute (Strategy 2, July)
- Development of PBL unit plan evaluation rubric (Strategy 3, June/July)

USC Columbia: SC-TEACHER

Though SC-TEACHER does not have direct impact on a specific group of participants, SC-TEACHER has worked diligently to disseminate their research findings to a broader educational community in South Carolina and beyond. It maintains a stakeholder list of over 1500 people, and the list continues to grow. Via a variety of technology tools and social media outlets, 14 blogs, seven working papers with accompanying Facts Sheets and Infographics, six webinars, and two first person teacher narratives have been disseminated.

One key component of the outcomes coming from SC-TEACHER is the Working Paper Series. Working Paper Series I: Setting the Baseline in South Carolina is complete with seven areas of national priority related to teacher recruitment, preparation and retention. These areas were identified, and selected researchers were commissioned to conduct research and write seven working papers on these topics. All authors are from colleges/universities in SC. At the submission of this report, all seven have been published and can be found at www.sc-teacher.org.

1. Teacher Residency Programs

2. Underrepresented Groups in the Teaching Profession

3. Professional Development Schools

4. Alternative Certification of Educators

5. Recruitment and Retention in Rural Areas

6. Embedded Field Experiences

7. Induction and Mentoring Support

Each working paper is accompanied by a Fact Sheet and an Infographic. Representatives from SC-TEACHER have been invited to present before the EOC, the House Education, and public works committee and the Senate Finance Committee. A fact sheet is put together to share with them.

The Center has developed and continued to maintain a database that houses SC-specific data related to the teacher workforce in SC. Sources of data that are housed in the database include data provided by staff from the South Carolina Department of Education. This centralized database allows for data analyses to address SC-centric questions related to the K-12 teacher workforce in SC. At the time of this report, a planned series of data analyses have begun, and findings from these and further analyses will be launched in Fall 2020 as part of the Working Papers Series II: What We Know About The South Carolina Teacher Workforce. These publications will also include Working Papers, Fact Sheets and Infographics, similar to those published in the Working Paper Series I.

    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, 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' or recipients/ perceptions?

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)

The aims of the program have not shifted or deviated in intent from the plans laid out for the Center in 2019-2020. Yet, COVID-19 related district and school closures that began in March 2020 severely impacted our ability to conclude year two programmatic and research activities. As districts and schools resume operations in Fall 2020, the Center aims to reengage with their partners to complete year 2 data collection and further carry out the Center's programmatic activities.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

APEC developed partnerships beyond the two initial partnerships with Richland School District One and Fairfield County Schools. Now the Center has 8 district partnerships (Richland 1, Richland 2, Sumter County, Kershaw County, Lexington Richland 5, Lexington 1, Lexington 4, and Fairfield). CHE funds are only used to provide scholarship funding for Fellows working in critical need districts/schools. The Center has pursued funding from other agencies to be able to provide funds for Fellows in schools not identified as critical need. The Center will begin recruiting participants for a cohort in Kershaw and Sumter.

Data used to inform this report include interviews with cohort two students, transcripts from meetings with APEC center faculty, transcript from advisory board meeting, survey data from APEC Professional Development day, student course evaluations, SCT 4.0 rubrics, grades from instructional course modules, and program documents.

The APEC program includes design and implementation of instructional modules and field experiences for cohort members by graduate faculty/field supervisors, cohort member teaching in classrooms in partner districts, cohort member and potential student participation in high quality professional development, and dissemination of findings from analysis of data relevant to understanding the goals and outcomes of the APEC program. These program components present diverse interactions of stakeholder groups and present complexity in program design and implementation.

The APEC Program was approved by SDE in Mar 2020 as a stand-alone program leading to initial teaching certificates. The change in bachelor's degree requirement applies to cohort 3 and forward.

Cohort 3 began in July 2020 and Cohort 4 will begin in June 2021. As the level of interest in the program grows, the staff may consider a cohort start in January of each year. Recruitment of students from additional districts has been done on purpose because of Columbia College's desire to grow the program and the need for teachers in partner districts. There is also an increase in applications to the program (over 60 applicants for cohort 3).

Due to CoVid19, SDE allowed individuals who have completed alternative certification programs but not passed Praxis certifying exams to apply for temporary certificates. Districts that have a position and want to hire a Fellow who has not passed the exam can apply to SDE for a temporary certificate. Students will have to have a verification of program completion from APEC. Students will have a year to complete certification exam. Students can get an additional year through application for an extension. Due to the temporary certificate requirements, the APEC Program will have a total of 18 fellows from Cohort 1 and 2 eligible for temporary certifications. Altogether, the APEC Center will have 32 teachers teaching in 2020-2021, with three moving into their second year of teaching. These Fellows will be teaching at 19 critical need schools in the APEC's partner districts.

The program needs grant funds to support APEC opportunity for career changers. There is a desire to be able to provide a salary stipend for career changers, particularly for middle grades and secondary education. Currently the program does not see candidates in middle school or high school classrooms unless they are in special education. This is primarily due to district needs. Districts are not able to pay salaries and benefits for candidates to work as instructional assistants in middle and high school classrooms. Currently, most Fellows are working in special education and early childhood because districts already have open instructional assistant positions in those areas. The Center has applied the USDE grants to expand the current program and to help fund more career changers to move to teaching in critically needed areas.

Cohort Progression
Cohort 1 bachelors and master's degree graduates May and August 2020
Cohort 2 completed module 4 in June 2020
Cohort 3 began module 1 in July 2020

Francis Marion University: Center of Excellence on College and Career Readiness

For the past five years, McRel's assessment of the Center's program has indicated that those who participate in the programs feel positively about the Center and the information provided. The Center continues to attract new participants from all part of the state, and schools continue to approach the Center about offering professional development for their teachers.

This year, due to Covid-19, the Center was unable to hold its math meeting, PBL Expo, and Activate Academy. The Center plans to offer these events in the coming year.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

The program has momentum as the first cohort and second cohort have completed courses leading to endorsement; twenty SC teachers have attained PBL endorsement. In addition, data collection has begun. Benefits being highlighted by the partner district include intended ones such as better prepared teachers as well as unintended ones including: one of the scholars taking a position at the school, teachers to use the courses as a springboard to an advanced degree, and as part of the districts' recruitment and retention plan.

USC Columbia: SC-TEACHER

The Center of Excellence, SC-TEACHER, focuses on conducting research about teacher recruitment, preparation and retention longitudinally. The plan has been implemented as designed. The SC-TEACHER team secured memorandums of understanding (MOUs) regarding the data to be shared by each entity with the SC State Department of Education, district partners and IHEs (available upon request). At a partners' meeting on January 15, 2020 at Newberry County School District, priority questions were developed by the partners to guide an agenda for running analyses from the database to answer essential questions about the preparation, recruitment, and retention of teachers in SC. The Health Information Technology Consortium (HITC) within the Department of Integrated Information Technology in the College of Engineering and Computing at the University of South Carolina continues to provide support for data security and organization for the SC-TEACHER database.

During the remainder of 2019 and into 2020, SC-TEACHER focused on adding to the existing body of knowledge by producing research specific to South Carolina. Starting with seven priority areas around teacher recruitment, preparation and retention, SC-TEACHER commissioned the writing of seven working papers. These working papers made up Working Paper Series I: Setting the Baseline in South Carolina. Working papers, along with Fact Sheets, Infographics and Webinar Recordings can be found on the website at https://sc-teacher.org.

Working Paper Series II: What We Know About The South Carolina Teacher Workforce is being launched in September and October of 2020.

C. **External Evaluation**
Has an independent program evaluation external to the organization been conducted?

_____×_____ **Yes**   _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)

Due to the Covid-19 pandemic, the external evaluation was not conducted because the summer convening was postponed.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

This evaluation was completed in September, 2020.

The Center recruited 31 new APEC Fellows to begin the program in July 2020.

The APEC Program was approved by SDE in Mar 2020 as a stand-along program leading to initial teaching certification.

Twenty-two APEC Fellows successfully completed the APEC Field Experience 2 in the spring 2020. 95% of these Fellows scored Proficient or above on all indicators of the SCTS 4.0 Rubric.

The Program began offering more than 16 hours of Praxis 2 instruction in September 2019. The additional support has improved our APEC Fellows' ability to pass Praxis 2. Currently, 46% of Fellows from Cohort 1 have passed and 47% of Cohort 2 Fellows have passed.

The APEC Center will have more than 30 APEC Fellows teaching in 2020-2021, with three moving into their second year of teaching. These Fellows will be teaching at 19 critical need schools in our partner districts.

The 3 APEC Fellows who completed their first year of teaching in 2019-2020 all successfully completed the induction process and scored Proficient or higher on their SCTS 4.0 rubric evaluations.

The APEC Center offered Professional Development opportunities for the partner districts. In February, the Center hosted district employees, preservice teachers, and APEC Fellows to the annual PD Day. The Center offered multiple three-hour workshops addressing various topics including assessing student background knowledge, social studies strategies, interactive math, and supporting students' emotional and mental health. These sessions were rated positively by attendees.

Despite the Covid-19 pandemic, the APEC Center has continued to engage constituents. During the summer 2020, the Center offered foundations of literacy workshops, Praxis 2 workshops, and a first-year teacher workshop. If has also implemented a monthly virtual professional learning series, which will begin in October. This series is open to APEC Fellows, preservice teachers, and district employees.

The APEC Center submitted two federal grant applications to the USDE to expand the program.

The Fellows are making progress toward completing their degrees:

The 13 Cohort 1 Fellows completed their degrees in May or August 2020

APEC Cohort 2 completed module 4 in June 2020 and are moving into Year 2 of the program.

The link to the external evaluation report is

https://mycolumbiasc-
my.sharepoint.com/:w:/g/personal/msanders_columbiasc_edu/EUhEiBEVACBAtzfJEHrXfYEBpf2oiXMJbh25wLV1rZmKyg?
e=enhges

Francis Marion University: Center of Excellence on College and Career Readiness

The external evaluation was conducted in August, 2020.

Below are key findings and corresponding recommendations from the evaluation data collected during Year 6.

- Overall, participants reflected positively on their Center participation and reported effectively applying what they learned in their work with students during Year 6.
    - o Recommendation: Continue providing high-quality programming based in best practices, with a focus on knowledge and strategies that lend themselves to classroom application.
- While Year 6 participant ratings of session quality were uniformly high, participants were least likely to report that the session they attended introduced them to unfamiliar strategies.
    - o Recommendation: Consider administering a brief survey with participant groups in the weeks leading up to scheduled sessions to identify areas of interest/need in terms of unfamiliar knowledge and skills.
- Many participants reported few, if any, follow-up communications with colleagues they met at the Center session they attended.
    - o Recommendation: Consider providing structures (or assisting participants in developing structures), like optional discussion boards or study groups, for session participants interested in maintaining ongoing communication and knowledge sharing following the session.
- Participants of Year 6 PBL-focused sessions reported frequent application of instructional strategies and, across strategies, strong impact on student engagement and learning.
    - o Recommendation: Continue providing PBL-focused sessions centered around the application of best practice strategies.
- There is a remaining evaluative need regarding the extent to which Center sessions increase implementation of best practices for promoting college and career readiness in the four key areas defined by the Educational Policy Improvement Center.
    - o Recommendation: Work with McREL evaluators to develop methods of data collection focused on implementation of specific skills and strategies corresponding to the four key areas (and the resulting impact on student learning).

    The link to the external evaluation report is
    https://drive.google.com/file/d/1WeHVHL0K7S1TJA1WZfAHYrjnJkjgiNgS/view?usp=sharing

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

The external evaluation was conducted in August, 2020.

In Year 4, the AWAKE Center continued to build the capacity of teachers and career development professionals
to create collaborative learning opportunities for middle school students regarding their career choices. In
particular, the summer, 2020 PBL endorsement sequence attracted more school-based teams than could be

accommodated in the two sections of the course that were offered in the summer, resulting in a waiting list for the fall courses. This represented a substantial increase in the geographic reach of the project. While previously, the AWAKE Center focused on the Midlands; the summer 2020 online course was offered state-wide. In addition, several AWAKE-related research publications have been produced by project personnel. Finally, the PBL endorsement sequence is now being regularly offered and can continue past the funding period, and new sources of support are being pursued. The summer 2020 PD workshop had to be cancelled when it was determined that an intensive, face-to-face workshop could not be safely held in the wake of the COVID-19 pandemic. In its place, two sections of the first course in the online PBL endorsement sequence (EDTE740) were offered, attracting more than 70 applicants for 51 available seats. An additional faculty member has been added to teach the courses.

As of Year 4, twenty-four participants have earned the PBL endorsement through the AWAKE Center, and many more have attended one or more of the Center's workshops. Many of these participants have implemented career focused PBL in their classes and schools. Further, the Center has played a significant role in facilitating collaborative relationships between career development professionals and teachers. Since the PBL endorsement course sequence has been approved by the University of South Carolina, this can be continued after the funding period has lapsed, and since the course is online, teachers and career development professionals can participate from anywhere in the state.

In addition to the impact on integrating careers into middle school classrooms, members of the AWAKE team have produced scholarly articles and presentations based on the Center's work. Two paper were accepted for presentation at national conferences. Members of the team also made several presentations at on-campus and statewide events, and a member's CDF Toolkit was produced by the SC Department of Education.

The PD workshops and support for PBL implementation in K-12 schools have proven valuable in furthering the AWAKE Center's goals, since teachers and career development professionals often need assistance when they are trying new pedagogies for the first time. The AWAKE team has been working to find new sources of support for these activities.

To continue and expand the Center's work, the project team has identified potential funding sources and submitted proposal to apply for federal grants.

Despite the emergence of the COVID-19 pandemic, the AWAKE Center was able to provide significant support for career-focused PBL during its fourth year. Until this year, the AWAKE Center's reach was mainly in the Midlands area of South Carolina. During Year 4, this reach widened to the entire state through virtual workshops.

Anticipated work for the AWAKE Center's fifth year include helping a larger cohort of participants to complete the PBL endorsement sequence of courses and earn the endorsement, supporting participants who do not take the courses but who want to implement PBL units, gathering a comprehensive set of data on the number and types of PBL units that have resulted from participants' involvement with the AWAKE Center, and continuing to produce scholarship based on the Center's work.

The link to the external evaluation report is

https://drive.google.com/drive/folders/10CBnMEp_8d0IVYMqk1lKN8sU4E0ptXdt

USC Columbia: SC-TEACHER

Due to the research nature of this grant program, the focus is on the data collection, data merging, and data analysis at the initial stages. To ensure data security, a technical monitor has been used to document the progress of database development and data management throughout all years of the project as well as provide guidance to ensure quality and efficiency in support of the program mission.

The technical monitor, Dr. Robert Brookshire, met with Dr. Gina Kunz, Co-Project Director for SC-TEACHER and Director of the Research Institute; Dr. Tammiee Dickenson, Director of the Research, Evaluation, and Measurement (REM) Center; and Eric Patterson, University Division of Information Technology to define the major requirements for the proposed database. At that meeting, they discussed the scope of data collection required by the SC-TEACHER project and identified the need for a level of data security that would protect personally identifiable information gathered from study participants. Dr. Brookshire then met with Dr. Neset Hikmet, Director of the Health Information Technology Consortium (HITC) in the Department of Integrated Information Technology, College of Engineering and Computing at the University of South Carolina. The HITC has extensive experience in providing secure data storage for research projects at the University in the College of Engineering and Computing, the College of Education, the Arnold School of Public Health, and the University of South Carolina School of Medicine. In a subsequent meeting, Drs. Hikmet, Brookshire, Kunz, Dickenson and Mr. Patterson identified the main data sources for the project, discussed the technologies required for the integration of the data sources, outlined the design of the data warehouse to contain the data, and defined the hardware and software requirements for the data warehouse. These include a high-security platform that integrates two-factor authentication for data users and analysts and prohibits sensitive information from leaving the secure server environment. Subsequently, the technical monitor reviewed the memorandum of understanding and scope of work agreement between the HITC and SC-TEACHER project principals to ensure that it contained the necessary technical specifications and met the requirements for the project.

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:

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
Partnerships/Programs/Agencies
EIA Program Report for Fiscal Year 2019-20 for PROGRAMS CURRENTLY FUNDED BY EIA FUNDS

5. Program Budget – Please fill out the following:

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,137,526.00	1,137,526.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	8,736.09	34,680.00
Contractual Services	56.70	10,000.00
Supplies & Materials	47.51	20,714.00
Fixed Charges	950.57	3,800.00
Travel	1,889.39	20,000.00
Equipment		3,000.00
Employer Contributions	2943.81	12,832.00
Allocations to Districts/Schools/Agencies/Entities	922,898.12	1,032,500.00
Other: Transfers		
Balance Remaining	200,003.81	0
TOTAL:	**1,137,526.00**	**1,137,526.00**
# FTES:	**.30**	**.30**

6. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____ 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.

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 2020-21	$1,137,526.00
Amount of increase requested in EIA funding for FY 2021-22	$N/A
Amount of decrease requested in EIA funding for FY 2021-22	$N/A
Total amount of EIA funding requested for FY 2021-22	$1,137,526.00

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 2021-22?

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 $ 34,125.78 and would impact the program accordingly:

To accommodate the reduction, the centers would have to change or cancel some planned activities, at least one objective might be dropped.

5% Reduction in EIA funding equates to $ 58,876.30 and would impact the program accordingly:

The centers would have to drop one or two objectives. The centers working with K-12 rural schools and unrepresented schools will be affected more.

7% Reduction in EIA funding equates to $79,626.82 and would impact the program accordingly:

The centers' activities and events would have to reevaluated and redesigned. They might have to drop at least one goal to reach the expected impact. The centers working with K-12 rural schools and unrepresented schools will be impacted the most.

10% Reduction in EIA funding equates to $ 113,752.6 and would impact the program accordingly:

Will definitely make at least 10% of planned center activities and events cancelled, which will negatively Impact the full implementation of activities and impede the originally designed goals from

being fully reached. The centers collaborating with the rural schools and underrepresented schools would be significantly affected.

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.

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, 2020.**
- 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	Center of Excellence to Prepare Teachers of Children of Poverty	**Address**	Francis Marion University P. O. Box 100547 Florence, SC 29502
FY 2020-21 EIA Appropriation per Act 135 of 2020	$350,000	**FY 2020-21 EIA Funding Request**	$350,000

Program Contact	Tammy Pawloski	**Division/Office**	Francis Marion University
Contact Title	Director Professor of Education	**Address**	P. O. Box 100547, Florence, SC 29502
Contact Phone	843.661.1475	**Contact E-Mail**	tpawloski@fmarion.edu

Summary of Program:

The mission of the **Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty** is to solve problems inherent in the education of children in or of poverty by developing expertise in those who work with these children on a daily basis. The project strives to improve the quality of undergraduate teacher preparation, graduate teacher preparation, and the learning of in-service teachers through a focus on the needs of under-resourced learners.

Teachers historically have received little, if any, special training to prepare them for their work with under-resourced children. They have graduated from the same teacher preparation programs as those who teach in schools that enroll primarily middle and upper income students or learners who have access to a full complement of necessary resources. Conversely, the basic belief underlying this project is that teachers who possess the knowledge and skills needed to teach children in and of poverty—that is children missing <u>any</u> resource needed to be one's best self—and teach them well, have the greatest potential for breaking this generations-old cycle.

To that end, a research-based model has been developed and implemented that focuses on the specific needs of under-resourced learners. Implemented with pre-service teacher candidates, graduate education students, and in-service teachers, school leaders, and stakeholders, the Center offers a menu of opportunities for professional study focused on successful strategies for high poverty schools. Through their engagement in intensive study, field work, and action research, participants are encouraged to operate from a growth mindset, understanding the great opportunity at hand and assuming the powerful responsibility for raising and leveling the bar for under-resourced learners.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 36,839	10.53%
Retained by this partnership/program/agency	$ 313,161	89.47%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$ 350,000	100.000 %

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	0 %
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	0 %
Special Education Services	0 %
Health (i.e. school nurses, mental health counselors, etc.)	0 %
Safety (i.e. school resource officers, etc.)	0 %
Vocational (i.e. career education, vocational equipment, etc.)	0 %

EIA Programs Administered by Partnerships/Programs/Agencies

Facilities & Transportation	0	%
District Services	100	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	0	%
Adult Education	0	%
4K (i.e. Half-Day and Full-Day Programs)	0	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	0	%
Teacher Supply Funds	0	%
National Board Supplements	0	%
Other *(Please Explain)*	0	%
TOTAL:	100	%

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: Part 1 Section 1A
2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution: SECTION   1.   (A)(1)   If the 2020-2021 state fiscal year begins with no annual general appropriations act in effect for that year, the authority to pay the recurring expenses of state government continues at the level of amounts appropriated in Act 91 of 2019 for the recurring expenses of state government for Fiscal Year 2020-2021 except as provided in subsection (A)(2). (2)   The effective dates of Parts IA and IB of Act 91 of 2019 are extended until the effective date for appropriations made in a general appropriations act for Fiscal Year 2020-2021, after which appropriations made pursuant to this joint resolution are deemed to have been made pursuant to the general appropriations act for Fiscal Year 2020-2021.

Reference to:

Part 1B Section 1A H630-DEPARTMENT OF EDUCATION-EIA

2019-2020 Appropriations act:

1A.31. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

NONE

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   _____X_____ No

If yes, please describe:

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. 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 relevant.

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.

- **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. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. 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.

- **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.

Fiscal Year 2019-20				
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children in or of poverty are better equipped to advocate and accommodate for them.			
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

implement each strategy? What relevant research, evidence or best practices support the strategies employed?)				
Goal 1, 2, 3: Strategic planning by key stakeholders will ensure that Center actions are focused and that partners are engaged and invested in the processes.	**Program Planning, Development, and Oversight** These activities are conducted by a Task Force and Advisory Committee, and specialized subsets of those groups that plan and evaluate the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	# Advisory meetings 2 # Task Force meetings 4 # Invitations to FM School of Education dean and faculty to participate in Center planning 7 # Center-School of Education meetings 1 # Task Force participants 6 # Advisory participants 32 # Meetings with Dean and Provost 2 # FM faculty participation in leadership roles of any length or type 4 # requests for activities or suggestions for Center activities received 5	School re-evaluation of TCOP Standards alignment with FM coursework	• Focus Group Discussion with Task Force Members • Activity Participation Counts • Meeting minutes and notes
	Center Partner Districts Each year the Center invites school districts to invest in the work of the Center as a Partner District. Educators in Partner Districts also have access to reduced fees for Center events, and exclusive eligibility for specific activities, including outreach project funding, NNPS training, Essay contest entries, and others.	# Partner District advisory meetings 2 Menu of events and activities	# Partner Districts 24 # Advisory Committee meeting participants 32 Partner District student enrollments totaled approximately 285,175, ranging from 668 to 44,896. There are about 19,617 teachers within these schools. The average percent of students in poverty across these school districts is 76.4%. The percent of students in poverty among these districts ranged from 44.8% to 93.3%.	• Advisory Committee Surveys • Meeting minutes and notes • Activity data
Goal 1: Undergraduate and graduate	**Recruitment** <u>Teacher Cadets</u>	# Teacher Cadet Presentations 4 # Teaching Fellows events 1 # Prof. conference presentations 2	# Teaching Fellows participation 40 # Graduate course enrollment 98	• Requests for information received by Center

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students will be recruited for enrollment at FM because of its focus on teaching children in or of poverty.	Recruitment activities are supported by special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state are offered by the Center to the FM Teacher Cadet coordinator. CERRA Partnership with the Center for Educator Recruitment, Retention, and Advancement (CERRA) is leveraged to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at FM. Broad Exposure Professional conference presentations are utilized as a method for elevating exposure of TCOP-focused FM programs.	# District or school professional study events 107 # Student participation incentive events 6 # Email/phone info. requests 63	# Course offerings 3 Requests for and enrollment in graduate coursework increases annually; undergraduate participation remains low but is increasing, largely due to informational and incentive events held outside of education classrooms on campus each month. Identification and implementation of effective incentives continues. Nontraditional design for coursework for graduate students has been proposed and will continue to be pursued. Lexington One's second cohort concluded the 4th course and requirements for the Add On Certifivcation in Fall 2019, and a third Lexington One cohort began the series in Spring 2020. Darlington and Greenwood 51 also requested information about possible course cohorts.	• Course enrollment data • Event attendance data
	Student access to study of TCOP Standards Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study to ensure that all FM Students have opportunities to study and master related questions and content. Alignment of TCOP Standards with all programs was conducted in 2008. Each year, FM faculty are asked to confirm alignment. Data is maintained to document	TCOP Standard-course alignment confirmation each semester. # Courses with TCOP Standards 27 FM School of Education-initiated data collection of TCOP Standard-to-course alignment.	TCOP Standards alignment with courses and programs indicates that all students except those enrolled in programs leading to Secondary Education, Art, and MAT initial licensure have at least one opportunity to study each of the TCOP Standards and Elements. The Dean and Program Coordinators in those initial licensure areas are notified and offers for support are provided. Alignment indicates that most programs have multiple TCOP	TCOP Standard/Element alignment documents

	where TCOP Standards are embedded in all FM programs for initial licensure. FM Dean and faculty are notified when alignment issues arise.		Standard-to-course alignments. FM School of Education faculty's re-assessment of alignment has led to removal of some inactive alignments and new course alignments, leading to more accuracy of analyses of implementation.	

	Student perceived exposure to and understanding of TCOP Standards/Elements by course
	Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is designed to gauge their perceptions of the alignment of course content and instruction with teaching children of poverty standards, as well as their preparation to teach children of poverty based on completion of the specific course.
	
	Spring 2020 admistration was made by use of Survey Monkey due to closure of face-to-face learning in March 2020, with a very low response rate.
		Total # of Courses
		with TCOP Standards 27
		
		Fall 2019
		# *TCOP Attitudes and Beliefs Survey* administrations 27
		
		Spring 2020
		# *TCOP Attitudes and Beliefs Survey* administrations 21
		# Survey Monkey responses 34
		
		# *Student Teacher Belief Survey* administrations 37
		# Survey Monkey responses 10
			Fall 2019
			# Faculty Engaged 10
			# FM Student impacted 344
			
			Spring 2020
			# FM Faculty Engaged 10
			# FM Student impacted 34
			
			<u>Fall 2019</u> N =329
			   Course Mean 3.05
			   Instructor Mean 3.17
			   Preparation Mean 3.10
			
			<u>Spring 2020</u> N = 34
			   Course Mean N/A
			   Instructor Mean N/A
			   Preparation Mean N/A
			
			On average, students agree (3.0) that the course and instructor prepare them to teach children of poverty. Survey respondents were approaching the strongly agree (4.0) category in Fall 2012 and Spring 2013; however, average scores dipped in Fall 2013 and have remained solidly in the agree range since that time.
				TCOP Attitudes and Beliefs Survey

			Course, instructor, and preparation means are also explored by area of certification.	
			In an analysis that included only Fall 2019 results, early childhood and secondary certifications indicated higher levels of course and instructor satisfaction and preparation. Students pursuing early childhood certification indicated higher levels of course integration than students pursuing other certification.	
			In Spring 2020, the survey was redesigned as an online survey to capture data at the general course and preparation level due to COVID-19. 34 student respondents were in the "agree" range related to activities and benefits of courses that integrated TCOP Standards. Most agreement was in the area of knowledge gained about unique factors associated with children in poverty and received effective information about teaching children in poverty; whereas, the completed assignments related to TCOP and engaged in productive discussion around TCOP were in the lower spectrum of the agreement range.	

	Student perceived exposure to and understanding of TCOP Standards/Elements throughout program
	 FM students are surveyed annually at benchmarks throughout their preparation programs using the *TCOP Longitudinal Survey*. This survey,
		# *TCOP Longitudinal Survey* course administrations 7
		 # semester administrations 1
		 # FM students impacted 123
			Student perceptions (1-5 Scale) based on enrollment in courses with TCOP Standards:
			 Perceived knowledge
			   0 courses = 2.5
			   8+ courses = 4.3
			 Perceived skills
			   0 courses = 2.6
			   8+ courses = 4.3
				• *TCOP Longitudinal Survey*

a 15-item Likert-scale survey, administered once per academic year to FM students in six courses of varying levels, is designed to measure their perceived preparedness for teaching children of poverty at each programmatic step.		Perceived confidence 0 courses = 3.2 8+ courses = 4.2 Perceived preparedness 0 courses = 2.5 8+ courses = 4.1 On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study.	
Student perceived exposure to and understanding of TCOP Standards/Elements at program completion Student teacher focus groups are conducted with Francis Marion student teachers to understand the perceived quality of teacher preparation at FM, specifically related to teaching children of poverty. Participants are randomly selected. Feedback from focus groups is shared with FM School of Education leader, along with recommendations.	# of Focus Groups 1 # Student Teachers invited 17 Cancelled due to COVID and rescheduled as virtual event.	# Focus Group participants 4 Some participants cited the classroom management sessions [EDUC 487 taught for the first time by Center staff in Spring 2020] as helping to prepare them for teaching children of poverty. One student recommended that this content be presented earlier as it was necessary prior to student teaching. Another student suggested that it would have been helpful to have the information prior to the clinical experience to allow more concentration and enable the full integration during student teaching. One student teacher cited the Center of Excellence scholars as being important to her preparation to teach children of poverty. This student teacher discussed the importance of focusing on one new strategy each month through the *TCOP Scholars* initiative. Another participant indicated that she "wished I would have been a TCOP scholar," as she realized what they gained.	• Focus Groups report provided by Independent Evaluator

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				The focus group participants indicated that they were taught many strategies throughout coursework related to teaching children of poverty. These strategies focused on differentiating instruction, building relationships, showing "grace for students," managing classrooms/developing classroom culture, making instruction relevant to students' "worldview," promoting citizenship (being a good citizen in classroom), and knowing your students. Most of the student teachers noted that the experience being in the classroom helps them to better understand how strategies and ideas work to reach children of poverty.	

	Student mastery of TCOP Standards/Elements at program completion
	Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FM student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees and faculty so that it may be used to inform programmatic changes that will support ever-increasing success of FM graduates as teachers of children of poverty. The Mastery Assessment was administered in
		# of semesters administered 1
		# students assessed
		    Fall 2019 30
		    Spring 2020 0
		       (Due to COVID)
				# FM students assessed & scores
				    Fall 2019 N = 29
				      Mean 30
				      Median 29.76
				      Low 25
				      High 36
				    Spring 2020 N = 0
				
				Mastery Assessment results demonstrate somewhat similar average scores each semester with slight dips in Spring 2016 and Spring 2018; however, the most recent administrations in Fall 2018, Spring 2019, and Fall 2019 show slight improvements with higher average scores than previous semesters. The trends demonstrate that on average students have achieved a moderate level of mastery of the TCOP standards.
					TCOP Mastery Assessment

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	Fall, but was not administered in Spring 2020, due to COVID.		*(See evaluator report for proficiency by standard and by program)*	

	FM Faculty Engagement with TCOP Standards
	The School of Education voted to infuse Six 'Standards for Teachers of Children of Poverty' into all programs of study and these are included in the unit's CAEP accreditation review. Current alignment of TCOP Standards and courses is offered to faculty for review each year. Program committees and faculty members are provided with prior-year Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty.
	
	FM School of Education TCOP Standards Implementation is advanced by professional study opportunities for FM faculty interested in improving their implementation of the standards. Standards study sessions and faculty incentive programs are offered each semester to support faculty in their infusion of the standards in coursework.
	
	Center seeks opportunities to work with the administration of
		# Study opportunities offered 4
		# Faculty incentive projects 2
		# faculty participants in study events 4
		# faculty participants in incentive
		   projects 0
		
		# Meetings with Dean/Provost 2
		# Meetings to discuss alternative
		   activities to advance student
		   exposure 2
		
		FM School of Education – Center of Excellence Advisory Committee
		# of members 6
		# of meetings 1
		
		The Dean of the School and the Provost were apprised of the Center's concerns around faculty utilization of Center resources, and engagement data was presented to the Provost and Dean for review. A Center – School of Education committee was convened by the Provost and the Dean in Fall 2018, with a School of Education faculty meeting named as chair of the committee. Committee meetings were held three times in 2018-2019, but only one meeting (September 2019) was convened in the 2019-2020 academic year.
			Multiple invitations were offered personally and electronically, however the majority of faculty members did not respond to surveys or other requests for information or engagement. Incentives, including cash payments to faculty, were not successful, however four faculty members continued their previous engagement in multiple Center events throughout the 2019-2020 academic year.
			
			The committee established by the Dean of the School is designed to improve School-Center collaboration. The committee was not convened by the chair throughout the academic year and no actions were taken.
				• Participation data
				• Faculty survey data
				• Meetings and communications with FM and FMSOE leaders
				• Strategies developed

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	the School of Education at Francis Marion to ensure *Teaching Children of Poverty Standards* are implemented with fidelity.			
	Student Teaching Award The Center provides incentives for initial certification students' practice of high-quality teaching in high poverty schools by honoring a student teacher each semester for outstanding work with children of poverty. An outstanding student teacher is selected each semester, based on application packages that require recommendations from cooperating teachers and supervising professors. Awards are made during the final student teaching class each semester. A committee of faculty members reviews applications and identifies awardees, rather than a single student teaching faculty advisor. This mechanism for full faculty input prior to naming the award winner emerged from faculty concerns expressed after winners announced.	Marketing tools utilized: • Email announcements to all student teachers • Email announcements to all FM student teaching supervising professors • Flyers on campus • Flyers at monthly incentive events • Personalized announcements by Center staff to student teaching class delivered on first day of class. Email addresses of current student teaching class secured on first day of class to facilitate repeated communication and marketing of opportunity.	# Applicants for award 4 # Awards 2	• Student Teaching Award applications • Student Teaching Awards
	Student Professional Organization **TCOP SCHOLARS** The Center seeks to expand preservice teacher interest and involvement in activities, events, and opportunities for professional growth. A professional organization is now available for undergraduate students	# of SCHOLARS meetings 5 # of SCHOLAR members 77 Marketing tools utilized: • Email announcements to all FM Education students • Email announcements to all FM Education Faculty • Flyers on campus • Flyers at monthly incentive events	# of modules completed 355 # of graduating SCHOLARS (stoles) 18 # of SCHOLARS earning medallions 8 One student teacher cited the Center of Excellence scholars as being important to her preparation to teach children of poverty. This student teacher discussed the importance of focusing on one new strategy each	• Attendance documentation • Module submission records

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	interested in deep study around evidence-based practices for high-poverty schools. TCOP SCHOLARS meets monthly for study and networking. SCHOLARS who attend meetings are eligible to purchase and wear a commencement stole as a part of their academic regalia; those who complete a required number of micro-credential-type modules of study are awarded a medallion that signifies their successful deep study.		month through the *TCOP Scholars* initiative. Another participant indicated that she "wished I would have been a TCOP scholar," as she realized what they gained.	

Goals 1 & 2: Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Add-On Certification Courses** A Center-convened task force developed the proposal for the 2012-approved *Add-On Certification and Endorsement for Teachers of Children of Poverty*, the only one of its kind in the US. The Certification requires field experiences in all courses and includes two levels:
	 Endorsement – Introductory *Life in Poverty* course and one more
	 Add-On Certification – four courses, including *Life in Poverty* *Language, Literacy, and Poverty* *Teaching & Assessing in High Poverty Schools* *Family and Community Engagement in High Poverty Schools* Teachers express high interest in the content, however they are
		Marketing tools utilized: - Email announcements to interested teachers - Announcements in Center newsletters - Announcements at professional study sessions - Reduced tuition offered through contract courses # Courses Offered 2
		 # Students
		    EDUC 636 (Lexington 1 – Cohort 2) - 16
		    EDUC 555 (Lexington 1 – Cohort 3) - 30
		
		 In response to expressed concerns and requests received from teachers and educators, the Center continues to advocate to FM Provost and SOE Dean for a Master's Degree with a specialization in Teaching Children of Poverty. A proposal for this degree program has again been offered for consideration.
			Interest in graduate coursework leading to the Endorsement and Add On Certification remains very high. The Center continues to advocate for both the coursework and for teachers and their concerns.
			
			 SC SDE designated EDUC 555 as a PACE-approved course.
			
			 A successful cohort sponsored by Lexington School District One completed the required 4 courses in Fall 2017. A new cohort began in Spring 2018 and completed in Fall 2019. A 3rd Lexington 1 cohort began in Spring 2020.
			
			 # teachers on 'request for course information and notification' list 46
			 # Courses Offered 2
			 # Enrolled students 46
			
			 2019-20 TCOP Certification-Eligible Students
				- Course requests - Courses offered - Enrollment and completion data - Student feedback - Email and phone correspondence

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very concerned about course costs, even when reduced tuition and partial scholarships are offered. Reasons for not enrolling are listed as: --does not lead to Master's Degree --free courses available elsewhere --not accepted for PACE alternative certification --not required --no pay increase associated with Add On Certification	Additionally, a formal request to include *EDUC 555 – Introduction to Educational Programs for Children of Poverty* as a required course in FM's new Teaching and Assessment Master's Degree was again made.	# Eligible for Endorsement 0 # Eligible for Add-On 16 No positive response from FM School of Education in terms of including TCOP course(s) as requirements in degree programs. A Center – School committee convened in September 2019 and the recommendations were made again. *EDUC 555 – Introduction to Educational Programs for Children of Poverty* approved as a substitution course in FM's new Teaching and Assessment Master's Degree, and will be offered in Spring 2020.	
TCOP Professional Development (EDPD) Coursework Using a non-traditional delivery format, professional learning offered through graduate coursework for recertification purposes only is offered. These courses provide teachers and school leaders with knowledge and skills necessary to challenge the barriers of poverty. These EDPD courses differ from traditional (Add-On Certification) graduate courses: • less costly to student • no field experience required summer scheduling	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions • Reduced tuition offered through contract courses # EDPD summer courses 1	# EDPD 525 students enrolled 50 This course was offered via distance delivery due to COVID. Robust and rapid course enrollment serves as an indicator of strong interest in this type of summer course offering, and participation of students from across South Carolina and beyond indicates that a distance delivery option should be considered for future summer courses. Post-course evaluation data collected electronically by FM and through unsolicited student communications further substantiates the value of this summer offering for recertification credit. Comments from 2020 students: *"So glad I was able to attend this class virtually."* *"Best best class. I learned so much."*	• Student Evaluations *(when available)* • Email and phone correspondence

			"AWESOME class. I know I am going to be a different teacher next year." *"REQUIRE this course NOW for all teachers."* *"Why have I not had this information before now?!!"* *"I am a different person because of this course."*	
	Higher Education Collaborative The Center convenes an annual collaborative meeting with IHEs to gauge interest, provide information, and encourage offering of courses or professional development for populations in their regions or service areas. Work with IHEs stems from a survey sent to determine current offerings related to teaching children of poverty and interest in partnerships on this front, in which 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools.	The 2020 Higher Education Collaborative was scheduled and then cancelled due to COVID. Center staff determined that a Zoom meeting should be attempted with more participation than at face-to-face events. This format will be utilized in future years.	# IHE stakeholders in attendance 22 # IHE's represented 10 # SDE representatives 3	• Higher education collaborative surveys • Meeting minutes
	National Certification Efforts Communications with officials from other states interestied in exploring the SC model for this certification.	• Discussions at professional study sessions, COERC, and other Center events • # requests for specific information 3	Conversations continued with state representatives from Louisiana, Michigan, Arkansas, and Alabama. No Outcomes	Phone conversations
Goal 2: Inservice teachers will have multiple opportunities to study the	**P-12 Outreach Projects** The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified	Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters	# P-12 outreach projects 7 Total funding amount of P-12 projects $14,809 2019-20 supported projects: • **Dollars & Sense** – *Florence 4*	Not Applicable

unique needs of children in and of poverty through a menu of activities offered by the Center.	questions related to curriculum, instruction, and assessment. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.	• Announcements at professional study sessions # Call for Proposals released 2	• **Explore, Discover & Learn -** *Beaufort* • **Teaching Children with Poverty in Mind Book Study** - *Horry* • **Northside Goes Graphic -** *Colleton* • **The Children are Well –** *Richland 2* • **Multisensory Accommodation for All Learners –** *Florence 1* • **Just a Little TPOT –** *Clarendon 2*	
	NNPS Support to Schools and Districts The Center has partnered with Johns Hopkins University's National Network of Partnership Schools for fifteen years in an effort to support family and community engagement and partnerships.	# of NNPS Action Team Trainings 0 # South Carolina State Department of Education Cohort meetings 1 # regional training events 1 # NNPS outreach projects funded 6 # NNPS recognition events 0 (Cancelled due to COVID) # state or local training events 2 # NNPS school visits 3 # NNPS Partner Districts 5 # attendees at all events 184 # Carolina Family Engagement Center Events 1	Partnership with the Carolina Family Engagement Center https://cfec.sc.gov/ as a NNPS representative and Teaching Children of Poverty "expert" expanded Center impact. Johns Hopkins University's National Network of Partnership Schools honored the Center with the National Partnership Organization award for the 13th consecutive year. According to a rater for this award, "The Center for Excellence hasn't disappointed yet. They continue in stride building bridges and making connections throughout their state for improved partnerships, district by district and school by school." In addition, 1 NNPS school, Delmae Heights in Florence 1, was awarded a school partnership award and recognized for their innovative practices to engage families and the community. The Center's award winning partnership activity will be featured in	Not Applicable

			the 2020 NNPS annual edition *Promising Partnership Practices*: • Center of Excellence Center NNPS partner schools with award winning partnership activities to be featured in the 2020 NNPS annual edition *Promising Partnership Practices*: • Delmae Heights, - Florence 1 • Carver Elem – Florence 1 • Brockman Elem – Richland 1 • Hand Middle – Richland 1 • N. Charleston Elem – Charleston	

	NNPS Outreach Projects
	In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.
		Marketing tools utilized:
		• Email announcements to Partner Districts
		• Announcements in Center newsletters
		• Announcements at professional study sessions
		
		# Call for Proposals released 1
			# NNPS outreach projects funded 6
			Total funded NNPS school or
			            district projects $6000
			
			2019-20 Supported Projects:
			• *CSI STEM Night*
			   Florence 3 - $990
			• *College & Career Readiness*
			   Richland 1 - $1000
			• *Parent Engagement Series*
			    Florence 1 - $1000
			• *Reading Under the Big Top*
			    Florence 1 - $1000
			• *Cooking with STEAM*
			    Florence 1 - $1000
			• *The Community Garden of WG Sanders Middle School*
			   Richland 1 - $1000
				Not Applicable

	Poverty Simulations The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children	New Poverty Simulation Policy published by Center to ensure requesting agencies are fully equipped to provide needed supports for implementation. # Simulations requested 5 # Simulations offered 5	In each simulation events, 100% of attendees agreed or strongly agreed that the event was positive and changed or confirmed their beliefs. Comments from attendees include: *"Very powerful experience."*	• Simulation Sign-In Information documents • Simulation Participant Surveys

living in poverty to participate in the *Missouri Community Action Poverty Simulation*. Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living. Simulations are labor-intensive events, requiring 20 volunteers during the event and 5 work days for planning, preparation, and clean up.	2019-2020 Simulations # Larne Elementary 100 # Chesterfield 100 # Sullivan Elementary 100 # Darlington High 100 # Berkeley County 100	*"I wish everyone had the chance to participate in this simulation."*	
Professional Learning Sessions Professional learning is facilitated in schools and districts in South Carolina and across the nation. The goal of these events is to provide focused study opportunities for educators and stakeholders centered on strategies for success in high poverty schools. **Scholarly Presentations** The goal of presentations made at professional conferences is to share the outcomes of Center research with the professional community and to expand outreach focused on successful strategies in high poverty schools. **Sustained Professional Learning** An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in long-term and focused study of	# Service Presentations 107 # Presentations Cancelled 15 # Scholarly Presentations 5 # Attendees estimate) vv 10,000 # States featuring Center presentations or other events 6 # Sustained project sites 13 Sustained Project Sites: • Saluda School District • Berkeley County School District • Moore Intermediate • Dutch Fork Elementary • Greenwood 50 4K • Loris Middle • Furman Middle • Goose Creek Elementary • Rawlinson Road Middle • SC Dept of Education Palmetto Literacy Project Schools • Genesee County Intermediate Schools District, Flint, MI • Alpena School District, Alpena, MI • Lexington-Richland 5	About 112 professional learning sessions and scholarly presentations were conducted in 2019-20. Among participants who completed surveys between July 1, 2019 and June 30, 2020, the overwhelming majority of respondents "Agreed" or "Strongly Agreed" that the conference sessions or workshop were professional (97%), high quality (93%), respectful of audience (94%), credible (96%), and interesting (88%). Comments provided on surveys include: *Dr. Pawloski was truly knowledgeable, engaging, and clearly sincere about the content of her presentation and her desire that we share the information about stress, coping strategies, what occurs in the brain with our students and our colleagues. It was probably the most valuable and certainly the most enjoyable professional development that I've ever had as a teacher. Thank you!*	Professional Development Session Surveys

	issues of importance to teachers of children of poverty.		*The visuals and the active participation helped me to experience what my students experience. Thank you so much for sharing these techniques with us!* *I thought this was the best use of my PD time that I have ever had. The information was very interesting, relevant, and I applied the music theory the day I came back to my classroom and the power pose with my own children that same day! Thank!!!* *Mrs. Pawloski's presentation was AWESOME! She captivated my attention the entire presentation. I have a better understanding of why resources are so important to students who live in poverty. I have spoke to several people about her course. I have no recommendations for changes to her presentation. She does a great and thorough job. Definitely changed my thinking.*	

Goals 1, 2, 3: Undergraduate and graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities	**Workshop/Institute Series** Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop and institute focuses on results-driven best practices for high poverty schools and at-risk learners.	Marketing tools utilized:
		• Email announcements to interested teachers
		• Announcements in Center newsletters
		• Announcements at professional study sessions
		
		# Summer workshop days planned 3 (Face-to-face event cancelled due to COVID)
		
		Summer Institute Keynote Presenters:
		    Todd Nesloney
			The 2020 Virtual Summer Institute Series was offered in response to the cancellation of the traditional face-to-face event. Past keynoters were invited to reprise their keynotes in a virtual format.
			# keynote invitations extended 28
			# keynotes scheduled 17
			# Virtual Summer Institute Days 9
			# Bonus Content Sessions 9
			# 2020 Virtual Summer Institute
			     Registrants 5700
			# of states represented by
			          attendees 30+DC
			# of countries represented by
				• Summer Institute Keynote Surveys

offered by the Center.	**Other Professional Learning Events**
	The Center offers additional professional learning events that can help to engage pre-service and in-service teachers in professional study focused on the needs of under-resourced learners and high-impact, evidence-based practices that are proven to advance student success.
		William Parrott & Kathleen Budge
		Judy Willis
		Judy Cameron
		Richard Pringle
		Myron Dueck
		Robyn Jackson
		Jeremy Anderson
		Ann Marie Taylor
		Mark DeWalt
		Baruti Kafele
		Carol Ann Tomlinson
		Baron Davis
		Dave Burgess
		Don Doggett
		Joyce Epstein
		Janet Zadina
			attendees 6
			# survey responses 1779
			Survey respondents registered as:
			   53% - teachers
			   12.8% - school leaders
			   7.8% - district staff or leaders
			   7.2% - counselors/social workers
			   16% - "Other" *(school nurse, coach, curriculum coordinator, Head Start staff member, higher education faculty/leader, paraprofessional, and graduate student)*
			• 64.9% had never attended a Center of Excellence event
			• 99.5% indicated that they would likely (13.4%) or very likely (86.1%) attend another Center of Excellence event
			• Almost 100% Agreed or Strongly Agreed that the presenter had a professional style, delivered a high-quality presentation, was credible, and kept their interest.
			• Almost 100% of respondents Agreed or Strongly Agreed that the information changed or confirmed their thinking, was useful, was convincing, and was credible
			• 77% indicated that the Summer Institute session(s) were Somewhat Better or Much Better than other professional development that they have attended	

	Research Consortium (COERC) The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration	Marketing tools utilized: • Email announcements to Partner Districts	# COERC attendees 59 Approximately 94% of respondents rated COERC as Excellent or Good. In	COERC Surveys

and conversation among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools.	• Announcements in Center newsletters • Announcements at professional study sessions # COERC (Face-to-Face) 0 (Cancelled due to COVID. # COERC (Virtual) 1 The 2020 Center of Excellence Research Consortium (COERC) was scheduled and then cancelled due to COVID. Center staff determined that a Zoom meeting should be attempted with more participation than at face-to-face events. This format will be utilized in future years. COERC Keynote Presenter: Lorin W. Anderson – *Carolina Distinguished Professor Emeritus – University of South Carolina*	addition, the majority of participants Agreed or Strongly Agreed that the COERC was informative, worth their time, and influence their work, and representative comments include: *"The encouragement and inspiration that the Center of Excellence provides is truly a gift to educators in South Carolina."* *"This is [sic] information was very enlightening and well presented."* *"The research was very interesting."*	
Goal 3: The Center's broad reach will extend to professional study opportunities and resources for educators and stakeholders across the state, region, and nation.	**Higher Education Partnerships** The Center seeks opportunities to create partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools. Work with IHEs stems from a survey sent to determine current offerings related to teaching children of poverty and interest in partnerships on this front, in which 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to	The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education. # surveys to IHEs 1 The Center invites higher education partners to examine programs and practices in place across SC. Higher Education Collaborative events are convened in which higher education institutions are invited to identify and study issues related to teaching children of poverty, specifically in terms of course and programmatic offerings. Marketing tools utilized:	# IHE stakeholders in attendance 22 # IHE's represented 10 # SDE representatives 3	• Higher education collaborative surveys • Meeting minutes

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	explore ways to better serve teachers in high poverty schools	• Email announcements to Deans and Chairs The 2020 Higher Education Collaborative, a strategic work session with leaders, faculty, or other higher education partners, was scheduled and then cancelled due to COVID. Center staff determined that a Zoom meeting should be attempted with more participation than at face-to-face events. This format will be utilized in future years.		
	Health Resources Manual The Center publishes its *Health Resources Manual* that provides health information that teachers statewide may access to support the health needs of children of poverty.	#Local vetted resources 130 #National organizations vetted 133 #Professional health org. & related national org. vetted 19 #Total resources 282 The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.	No outcome data available	No data collector
	Resource Library The Center houses a lending library of resources relevant to the education of children of poverty, including videos, books, and other print resources.	# resources housed 983 Holdings are continuously expanded to support educators' needs for current research-based resources.	No outcome data available	No data collector
	Center Website (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders.	Newly launched website on new platform in order to provide stable national access to a searchable data base organized around 25 best practices, in addition to other information and resources related to Center activities and events.	# visits to home page 21,453 # visits to its Best Practices tab 5,193 # visits to Add-On Certification 1,038	Website data collector
	Newsletter	# published newsletters 9 # districts in distribution list 80	Constant Contact data indicates that newsletters are read and utilized but	Constant Contact data collectors

	The Center publishes a monthly newsletter that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, and nationally to enrolled recipients, the newsletter is used to showcase best practices and to advertise Center events.	# individual newsletters recipients in each
		   Electronic distribution 11,903
		# newsletters distributed
		   in 2019-20 107,127
			more engagement is desired based on the number of 'non-clicks' registered. This is addressed in each Partner District meeting.	

	Online Presence The Center of Excellence uses a variety of online mechanisms to communicate with stakeholders, share resources and information, and facilitate registrations for events. The Center of Excellence maintains a website, Facebook page, Pinterest site, and Twitter account.	# Social Media Outlets utilized 3 Facebook *https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242* # Likes 3585 # Followers 3562 Pinterest *http://www.pinterest.com/fmucoe/* # Followers 265 Twitter *@CenterofExcel* # Followers 842 #Following 91	The Center's webpage had more than 21,453 visits to its home page in 2019-2020, which was an increase from 2018-2019. In addition, there were approximately 5,193 visits to its Best Practices site, an increase of more than 3,800 from 2018-2019, and 1,038 visits to its TCOP Add-on Certification page, an increase of more than 450 from 2018-2019. The Center has utilized Twitter more than 4850 times for social connections.	Social media data counts

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Fiscal Year 2020-21				
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children in or of poverty are better equipped to advocate and accommodate for them.			
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Per direction of Dr. Rainey Knight in a phone call on September 10, 2020, and in the interest of document length, the logic model for Fiscal Year 2020-2021 includes ONLY any specific additions, deletions, or other changes to the 2019-20 logic model. **2019-2020 ACTIVITIES WILL CONTINUE WITHOUT CHANGES IN 2020-2021 UNLESS INDICATED BELOW:**				

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Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM because of its focus on teaching children in or of poverty.	Professional study opportunities and work sessions for FM Faculty to promote their engagement with TCOP Standards, increase student access to study of TCOP Standards and mastery upon completion.	• Faculty study of Attitudes and Beliefs Survey • Faculty study of Mastery Assessment • On-demand video study opportunities • Faculty recruitment to develop module quizzes • Exploration of micro-credentials for TCOP study	• Faculty feedback • Student outcome data on Center measures	• Session Surveys • Outcome data on Center measures
Goals 1 & 2: Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Other professional study events outside of the standard menu of activities designed to engage pre-service and in-service teachers in professional study focused on the needs of under-resourced learners and high-impact, evidence-based practices that are proven to advance student success.	***2020-2021 Virtual Study Series*** • 4 nationally-acclaimed keynotes planned-- 2 Fall 2020; 2 Spring 2021 *Gerry Brooks – October* *Robert Jackson – November* *Eric Jensen – January* *Tiffany Anderson - March* ***Parrett & Budge Virtual Book Study:*** ***Disrupting Poverty, 2nd Edition*** • 4-6 virtual sessions planned for late Fall 2020 – Spring, 2021. ***Myron Dueck Deep Study:*** ***Grading Smarter Not Harder*** • 2-4 virtual sessions planned for late Fall 2020 – Spring, 2021.	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions	• Session Surveys • # of attendees
Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM because of its focus on teaching children in or of poverty. **Goals 1 & 2:** Graduate students and inservice teachers will have multiple opportunities to study the	A Center-convened task force developed the proposal for the 2012-approved *Add-On Certification and Endorsement for Teachers of Children of Poverty*, the only one of its kind in the US. The Certification requires field experiences in all courses and includes two levels: <u>Endorsement</u> – Introductory *Life in Poverty* course and one more	Graduate courses offered in non-traditional formats and with enrollment limits reduced or eliminated.	• # Graduate course enrollment • # Course offerings	• # Graduate course enrollment • # Course offerings

	Add-On Certification – four courses, including			
unique needs of children in and of poverty through a menu of activities offered by the Center.	• *Life in Poverty* • *Language, Literacy, and Poverty* • *Teaching & Assessing in High Poverty Schools* • *Family and Community Engagement in High Poverty Schools* Teachers express high interest in the content, however they are very concerned about course costs, even when reduced tuition and partial scholarships are offered. Reasons for not enrolling are listed as: --does not lead to Master's Degree --free courses available elsewhere --not accepted for PACE alternative certification --not required --no pay increase associated with Add-On Certification			
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Sustained Professional Learning** An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in long-term and focused study of issues of importance to teachers of children of poverty.	2020-2021 Sustained Projects: • Lexington School District 3 • Lexington-Richland 5 • Berkeley County School District • Genessee (MI) County School District- DELAYED (COVID) • South Carolina State Department of Education- Palmetto Literacy Project DELAYED (COVID) • Alpena School District, Alpena, MI – DELAYED (COVID)	• Professional Development Session Surveys	• Professional Development Session Surveys

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Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	The Center partners with Johns Hopkins University's National Network of Partnership Schools to support family and community engagement and partnerships.	• Project expansion to include Carolina Family Engagement Center's Regional Liaisons to provide NNPS support and to develop leadership at the building and district level so that leadership and support can be provided from within.	• Session Surveys • # NNPS activities	• Session Surveys • # NNPS activities
Goal 3: The Center's broad reach will extend to professional study opportunities and resources for educators and stakeholders across the state, region, and nation.	**Center Website** (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders.	• Brand enhancement through website updates • Social media platform updates	• # visits to home page • # visits to its Best Practices tab • # visits to 'Contact Us' • # visits to Add-On Certification	• Website data collector

Fiscal Year 2021-22				
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children in or of poverty are better equipped to advocate and accommodate for them.			
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.			
Strategies and Resources	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**

EIA Programs Administered by Partnerships/Programs/Agencies

(What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	(What does the project or program do to make progress toward goal and/or address the problem?)	(How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	(How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	(How do you measure your outputs and outcomes? What are your outcomes or measures?)
Per direction of Dr. Rainey Knight in a phone call on September 10, 2020, and in the interest of document length, the logic model for Fiscal Year 2020-2021 includes ONLY any specific additions, deletions, or other changes to the 2019-20 logic model. **2020-2021 ACTIVITIES ARE PLANNED TO CONTINUE WITHOUT CHANGES IN 2021-2022.**				

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- The most significant external factor in 2019-20 was the onset of the national pandemic that forced the cancellation of many events. While some events were shifted to online, it is clear that forward progress has been slowed and new and innovative strategies will need to be developed and employed to accelerate when schools and districts are again prepared for face-to-face supports.

Fiscal Year 2020-21:
- The continuation of the national pandemic will continue to impact the work of the Center, especially in terms of face-to-face events. The Center will be forced to re-imagine supports for schools and districts in ways that reduce health risks.

Fiscal Year 2021-22:
- While it is hoped that the national pandemic will have subsided by 2021, the impacts of 2019-20 and 2020-21 will likely continue, and the Center will be required to exercise flexibility and creativity in the design of professional learning supports for schools and districts.

Additional external factors that may impact the implementation and/or achievement or outcomes during **Fiscal Year 2020-21:**
and **Fiscal Year 2021-22** include:
- Continued recognition by SC Department of Education of Center's model may lead to inclusion of the Center in planning for sustained action research-based projects that will be implemented in 2020-21 or 2021-2022.

- Recognition by national and state education organizations and groups may lead to invitation of Center staff as keynote speakers at major events and as named experts for projects and programs.

- Francis Marion University and School of Education leadership changes and engagement with the Center may lead to new visions for the Center, as represented initially by the establishment of a 'Center of Excellence-School of Education Committee' and a seat on the 'School of Education Leadership Committee' for Center Director, Tammy Pawloski.

- Continued updating of Center website may lead to expanded Center reach.

- Increased national awareness of and focus on poverty and its impact on the brain and school success may lead to increased interest in the Center as a resource for strategies and support.

- The Abbeville vs. South Carolina lawsuit legislative and judicial actions may continue to lead to increased interest in the Center as a resource for high poverty schools in South Carolina.

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.

Methods used to Determine Program Impact:

An annual external evaluation, summarized in this report, has been conducted since the Center of Excellence's inception, to identify areas for improvement and expansion based on its three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as premiere resource for teaching children of poverty.

The evaluation philosophy and methods used are based on Michael Quinn Patton's utilization-focused evaluation. After all data collection events, the independent evaluator provides a synopsis of evaluation findings. Surveys, assessments, focus group protocols, and other evaluation instruments were developed and are revised by the independent evaluator with input from Center faculty and staff. These synopses are designed to inform Center staff of findings, recommendations, and suggestions as soon as possible.

Measures or Evidence Collected to Demonstrate Impact:

The Center of Excellence to Prepare Teachers of Children of Poverty (COE) at Francis Marion University uses theory, research, and practice to better prepare and support current and future teachers of children of poverty. Three objectives guide the utilization-focused evaluation process (Patton, 2008).

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach. This objective is measured using the following methods:
- TCOP Attitudes and Beliefs Survey (Fall 2019 and Spring 2020 (Virtual-COVID))
- TCOP Longitudinal Survey (Winter 2020)
- TCOP Mastery Assessment (Fall 2019 and Spring 2020(Virtual-COVID))
- Francis Marion University Student Teacher Focus Group (Spring 2020) (Virtual-COVID)

Evaluation Objective 2: Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region, South Carolina, and across the nation. This objective is measured using the following methods:
- Evaluations of Professional Development Seminars
- Evaluations of Specialized Professional Development (Summer Institute, Other Events)
- Evaluations of National Network of Partnership Schools Initiatives

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:
- Teaching Children of Poverty Add-on Endorsement and Certification
- Inquiries, Awards, and Recognitions
- Research Consortium (Spring 2019 (Virtual-COVID))
- Center of Excellence Website and Web Presence Through Social Media

Evidence collected to demonstrate impact on all measures is included in the Independent Evaluator's report, Attachment A, page 44.

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.

Has the program shifted or deviated from the original program plan?
The program has largely remained on track with a focus on three key areas: undergraduate and graduate student preparation, in-service teacher preparation, and outreach that positions the Center as the premier resource for teachers in high poverty schools. An earlier fourth and separate focus on family and community engagement in high poverty schools was recently repositioned and included under the umbrella of support for in-service teachers.

Are services or activities going as planned?
In-service teacher supports are highly successful and continuously expanding. Graduate programs are sought by teachers from across the state and the nation, and they are growing as allowed under current university regulations. Evaluation measures note these as the strengths that have led to the Center's strong state and national reputation as a premier resource for teachers of children in and of poverty. Despite access to a menu of services and activities designed specifically for pre-service teachers, this population is far less involved and data from Mastery Assessments and other measures suggest a need for an increased and improved opportunities to learn about and apply Center strategies. To this end, an overwhelmingly successful professional organization, *Teaching Children of Poverty SCHOLARS,* has been established and meets monthly. Additionally, Center staff has been named as course instructor for EDUC 487-Classroom Management, and Center practices are heavily embedded in that course.

Is the program reaching the intended target population or the intended number of participants?
The Center has exceeded expectations for reach to in-service teachers, extending beyond the Pee Dee Region to the state, the Southeast, and the nation. Participation in activities and events grows annually, even with COVID-adjusted offerings. As an example, the re-imagined 2020 Virtual Summer Institute Series registrations numbered more than 5700, with registrants from 30 states plus the District of Columbia, and 6 countries. Still more work is needed to attract and engage pre-service teachers at Francis Marion and to expand the project concept to other institutions of higher education.

Is it leading to expected outcomes?
As noted in the independent evaluator's report, *"In 2004, the Center of Excellence to Prepare Teachers of Children of Poverty was funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education. The Center of Excellence has sustained this work well beyond the 5-year grant period and continues to be a predominate provider of resources, professional development, and support related to teaching children of poverty in South Carolina, the southeast region, and the country."* Outcomes with in-service teachers exceed expected outcomes, and more and expanded services aligned with that goal are expected in the coming year. Still more work is needed to more effectively engage and subsequently prepare undergraduate and graduate students for the profession.

How do participants or recipients perceive the services, benefits, activities of the program?
Data from multiple measures indicate that services, benefits and activities are viewed as excellent by the majority of those who participate. Participation increases each year and requests for services regularly exceed the Center's current capacity to provide.

- 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' or recipients/ perceptions?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

An independent evaluation is completed at the conclusion of each fiscal year by Dr. Leigh Kale D'Amico. The executive summary of the report completed in September 2020 is attached below, and the complete report is included as Attachment A, beginning on page 44 of this report.

EXECUTIVE SUMMARY

In 2004, the Center of Excellence to Prepare Teachers of Children of Poverty was funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education. The Center of Excellence has sustained this work well beyond the 5-year grant period and continues to be a predominate provider of resources, professional development, and support related to teaching children of poverty in South Carolina, the southeast region, and the country.

Three goals have guided the work of the Center of Excellence since its inception: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, including supports for family and community engagement, and 3) serve as the premiere resource for teaching children of poverty. An external evaluation is conducted each year that details progress toward the three goals. Strengths and areas for improvement determined through the evaluation and consultation with key stakeholders guide continuous quality improvement efforts.

Improve Pre-Service Education

The Center of Excellence has developed and implemented many strategies to improve pre-service education including incorporation of the Teaching Children of Poverty Standards and key practices within more than 27 courses, provision of professional development and support for undergraduate and graduate students pursuing education degrees, and inclusion of pre-service teachers in opportunities to learn more

about teaching children of poverty. Multiple measures have shown that pre-service teachers feel prepared and demonstrate moderate levels of mastery in teaching children of poverty. In 2018-2019, the Center of Excellence started the Center of Excellence Scholars initiative that is a voluntary process to engage pre-service teachers in monthly networking events and meetings to discuss Teaching Children of Poverty Standards and key practices. Approximately 41 scholars have been recognized for their mastery of standards and key practices through this initiative.

Enhance In-Service Education

The Center of Excellence provides professional development, graduate-level coursework, and support for in-service teachers as well as school and district leaders. In 2019-2020, 24 districts participated as partner districts. These districts range in size from 668 to 44,896 students. The average percentage of children living in poverty within these districts is 76.4%. Intensive professional development occurred in 12 school districts or schools as well as a partnership with the SC Department of Education Palmetto Literacy Project. Through these intensive partnerships, almost 80 professional development and support sessions occurred.

Due to COVID-19, the Summer Institute moved from a 2-day event at Francis Marion University to a multi-speaker, online live and subscription series. More than 30 speakers presented sessions that were recorded and available for review. This revised platform attracted more than 5,500 registrants from South Carolina, 29 other states, the District of Columbia, and five other countries.

Serve as Premier Resource

The Center of Excellence has continued to assist teachers and districts in completing coursework to obtain the Teaching Children of Poverty endorsement or add-on certification that was approved by the South Carolina Department of Education in 2012. Two cohorts have completed a 4-course sequence through a partnership between the Center of Excellence and Lexington One School District, and a third cohort began the process in Spring 2020. The Center of Excellence Research Consortium was held virtually due to COVID-19 in Spring 2020, and more than 100 people registered for the event that featured research conducted by Dr. Lorin Anderson, professor emeritus at the University of South Carolina. The Collaborative of Institutions of Higher Education met virtually in Spring 2020 due to COVID-19 to discuss coursework, strategies, and engaging students through online modules and coursework. More than 60 people representing 10 South Carolina colleges and universities registered to attend this meeting. Finally, home page visits, visits to the TCOP best practices site, and visits to the TCOP add-on certification page all increased in 2019-2020 compared to 2018-2019. More than 21,000 visits to the Center of Excellence home page were recorded in 2019-2020 indicating the influence of the information.

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?

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

If "Yes," please describe recommendations below:

The Center respectfully offers the following recommendations:

- Approve Master of Education in *Teaching Children of Poverty* degree programs to incentivize teacher study in this area.
- Require a minimum of one *Teaching Children of Poverty* course for all areas of teacher certification in South Carolina (similar to new *Read to Succeed* requirements)
- Require *Teaching Children of Poverty* Add-On Certification for all SC Priority and Focus schools and districts.
- Provide tuition incentives for *Teaching Children of Poverty* Add-On Certification (similar to Project CREATE incentives).
- Substitute *Teaching Children of Poverty* Add-On Certification courses for Read to Succeed requirements.

EIA Programs Administered by Partnerships/Programs/Agencies

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC. For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	350,000	350,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Partner Districts	9,121	9,650
Francis Marion University	25,000	25,000
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**153,193**	**135,902**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	173,332	200,000
Contractual Services	31,155	40,000
Supplies & Materials	18,481	40,000
Fixed Charges		
Travel	31,505	40,000
Equipment		
Employer Contributions	62,005	70,000
Allocations to Districts/Schools/Agencies/Entities	59,934	85,552
Other: Dues/Other Administration Support		45,000
Balance Remaining	160,902	0
TOTAL:	**537,314**	**520,552**
# FTES:	**2.5**	**2.5**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	**$350,000.00**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$240,000.00**

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 2021-22?

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 <u>$10,500</u> and would impact the program accordingly: <u>The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.</u>

5% Reduction in EIA funding equates to <u>$17,500</u> and would impact the program accordingly: <u>The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.</u>

7% Reduction in EIA funding equates to <u>$24,500</u> and would impact the program accordingly: <u>The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.</u>

10% Reduction in EIA funding equates to $35,500 and would impact the program accordingly: The Center will provide the same menu of services, reducing the scope of each activity, as necessary, to remain within budget constraints. For example, the Summer Institute would be held with costs reduced by contracting with fewer keynote speakers.

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.

-NO PROVISO REVISION IS REQUESTED-

ATTACHMENT A

2019–2020 Research and Evaluation Report

Center of Excellence to Prepare Teachers of Children of Poverty

2019–2020 Research and Evaluation Report

Dr. Leigh Kale D'Amico, Evaluator

EXECUTIVE SUMMARY

In 2004, the Center of Excellence to Prepare Teachers of Children of Poverty was funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education. The Center of Excellence has sustained this work well beyond the 5-year grant period and continues to be a predominate provider of resources, professional development, and support related to teaching children of poverty in South Carolina, the southeast region, and the country.

Three goals have guided the work of the Center of Excellence since its inception: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, including supports for family and community engagement, and 3) serve as the premiere resource for teaching children of poverty. An external evaluation is conducted each year that details progress toward the three goals. Strengths and areas for improvement determined through the evaluation and consultation with key stakeholders guide continuous quality improvement efforts.

Improve Pre-Service Education

The Center of Excellence has developed and implemented many strategies to improve pre-service education including incorporation of the Teaching Children of Poverty Standards and key practices within more than 27 courses, provision of professional development and support for undergraduate and graduate students pursuing education degrees, and inclusion of pre-service teachers in opportunities to learn more about teaching children of poverty. Multiple measures have shown that pre-service teachers feel prepared and demonstrate moderate levels of mastery in teaching children of poverty. In 2018-2019, the Center of Excellence started the Center of Excellence Scholars initiative that is a voluntary process to engage pre-service teachers in monthly networking events and meetings to discuss Teaching Children of Poverty Standards and key practices. Approximately 41 scholars have been recognized for their mastery of standards and key practices through this initiative.

Enhance In-Service Education

The Center of Excellence provides professional development, graduate-level coursework, and support for in-service teachers as well as school and district leaders. In 2019-2020, 24 districts participated as partner districts. These districts range in size from 668 to 44,896 students. The average percentage of children living in poverty within these districts is 76.4%. Intensive professional development occurred in 12 school districts or schools as well as a partnership with the SC Department of Education Palmetto Literacy Project. Through these intensive partnerships, almost 80 professional development and support sessions occurred.

Due to COVID-19, the Summer Institute moved from a 2-day event at Francis Marion University to a multi-speaker, online live and subscription series. More than 30 speakers presented sessions that were recorded and available for review. This revised platform attracted more than 5,500 registrants from South Carolina, 29 other states, the District of Columbia, and five other countries.

Serve as Premier Resource

The Center of Excellence has continued to assist teachers and districts in completing coursework to obtain the Teaching Children of Poverty endorsement or add-on certification that was approved by the South Carolina Department of Education in 2012. Two cohorts have completed a 4-course sequence through a partnership between the Center of Excellence and Lexington One School District, and a third cohort began the process in Spring 2020. The Center of Excellence Research Consortium was held virtually due to COVID-19 in Spring 2020, and more than 100 people registered for the event that featured research conducted by Dr. Lorin Anderson, professor emeritus at the University of South Carolina. The Collaborative of Institutions of Higher Education met virtually in Spring 2020 due to COVID-19 to discuss coursework, strategies, and engaging students through online modules and coursework. More than 60 people representing 10 South Carolina colleges and universities registered to attend this meeting. Finally, home page visits, visits to the TCOP best practices site, and visits to the TCOP add-on certification page all increased in 2019-2020 compared to 2018-2019. More than 21,000 visits to the Center of Excellence home page were recorded in 2019-2020 indicating the influence of the information.

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OVERVIEW

In South Carolina, there are approximately 246,000 children living in poverty, which equates to almost a quarter of all children in the state (Annie E. Casey Foundation, 2020). Research has found that poverty has an impact on a variety of outcomes including academic achievement and social mobility. Teachers are among the strongest school-based factors that influence student achievement (Hattie, 2009; Chetty, Hendren, Kline, & Suez, 2014).

Educational outcomes in South Carolina among all public school students continue to demonstrate that large percentages of 3rd and 8th graders are not meeting standards in English/language arts or mathematics. In 2018-2019, 50.2% of 3rd graders and 55.4% of 8th graders were below standard in English/language arts. In mathematics, 42.3% of 3rd graders and 63.4% of 8th graders were below standard (Annie E. Casey, 2020).

The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has used theory, research, and practice to better prepare and support current and future teachers of children of poverty. Three objectives guide the utilization-focused evaluation process (Patton, 2008). These objectives relate to the diverse groups served by the Center: pre-service teachers, in-service teachers, and general educational stakeholders.

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach. This objective is measured using the following methods:

- TCOP Attitudes and Beliefs Survey (Fall 2019 and Spring 2020)
- TCOP Attitudes and Beliefs Survey Faculty Reports and Feedback Forum (Spring 2019)
- TCOP Longitudinal Survey (Winter 2020)
- TCOP Mastery Assessment (Fall 2019 only, due to COVID-19)
- Francis Marion University Student Teacher Focus Group (Spring 2020, virtual)

Evaluation Objective 2: Understand the impact and improve the provision of professional development related to teaching children of poverty in partner districts in the Pee Dee region, South Carolina, and across the nation. This objective is measured using the following methods:

- Evaluations of Professional Development Seminars
- Evaluations of Specialized Professional Development (Summer Institute, virtual)
- Evaluations of National Network of Partnership Schools Initiatives

EIA Programs Administered by Partnerships/Programs/Agencies

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:

- Teaching Children of Poverty Add-on Endorsement and Certification

- Inquiries, Awards, and Recognitions

- Research Consortium (Spring 2020, virtual)

- Center of Excellence Website and Web Presence Through Social Media

OBJECTIVE 1

Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach

Francis Marion University provides programs that lead toward educator certification; therefore, there are multiple measures used to understand the impact of coursework and pre-service activities on educator preparation. Most of these activities evaluate students' perceptions of their preparation and their application of material related to teaching children of poverty.

TCOP ATTITUDES & BELIEFS SURVEY

Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is designed to gauge their perceptions of the alignment of course content and instruction to Teaching Children of Poverty Standards/Key Practices, as well as their preparation to teach children of poverty based on completion of the specific course. Survey items are grouped to calculate three scores: Course Score (7 items), Instructor Score (4 items), and Preparation Score (1 item). Students rate each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 1 provides general information about the survey results since Fall 2009.

In 2019-2020, the *TCOP Attitudes and Beliefs Survey* was administered in Fall 2019 through an in-person administration process, and 329 students enrolled in courses within imbedded TCOP Standards or key practices completed the survey. In Spring 2020, the survey was redesigned as an online survey to capture data at the general course and preparation level due to COVID-19.

Table 1 TCOP Attitudes and Beliefs Survey Scores by Semester

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.40	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45
Fall 2013	400	3.17	3.23	3.16
Spring 2014	373	3.18	3.25	3.25
Fall 2014	320	3.18	3.22	3.21
Spring 2015	333	3.38	3.45	3.41
Fall 2015	304	3.15	3.14	3.11
Spring 2016	366	3.25	3.33	3.28
Fall 2016	255	3.20	3.31	3.22
Spring 2017	262	3.15	3.29	3.15
Fall 2017	287	3.12	3.21	3.18
Spring 2018	293	3.16	3.23	3.17
Fall 2018	456	3.09	3.19	3.14
Spring 2019	384	3.02	3.11	3.05
Fall 2019	329	3.05	3.17	3.10
Spring 2020	34*	N/A	N/A	N/A

*online survey administered due to COVID-19 that assessed courses/preparation in general

EIA Programs Administered by Partnerships/Programs/Agencies

An additional component is used to assess integration of TCOP standards within the course. In Fall 2019, the mean integration score was 3.10, which represents a decline since Fall 2018 when the mean integration score was 3.32. On average, students "Agree" that integration of TCOP standards is occurring, but for improvement purposes, support and resources may be needed to move the average to the "Strongly Agree" range.

The number of students completing the *TCOP Attitudes and Beliefs Survey* was at its highest level since inception in Fall 2018 with 456 students completing the survey, which indicated an increase over the previous few years. In Spring 2019 and Fall 2019, responses to the survey began to decline again. This may indicate that fewer instructors are integrating the material, fewer students are taking these courses, or fewer students are completing the survey. Additional exploration to determine the cause of the decline in students completing the survey would help us understand the cause or causes and determine strategies to address the issue, if appropriate.

Course, instructor, and preparation means are also explored by area of certification. In Fall 2019, 143 respondents indicated that they were pursuing early childhood certification, 108 elementary certification, 30 middle level certification, 35 secondary certification, 6 "Other" including art education and higher education, and 3 provided no certification area. In an analysis that included only Fall 2019 results, early childhood and secondary certifications indicated higher levels of course and instructor satisfaction and preparation. Students pursuing early childhood certification indicated higher levels of course integration than students pursuing other certification, which may indicate that faculty teaching courses in early childhood education are integrating TCOP standards to a higher degree than those in other certifications.

Chart 1 Perceived Preparation, Course, and Instructor Averages by Certification Area (Fall 2019)
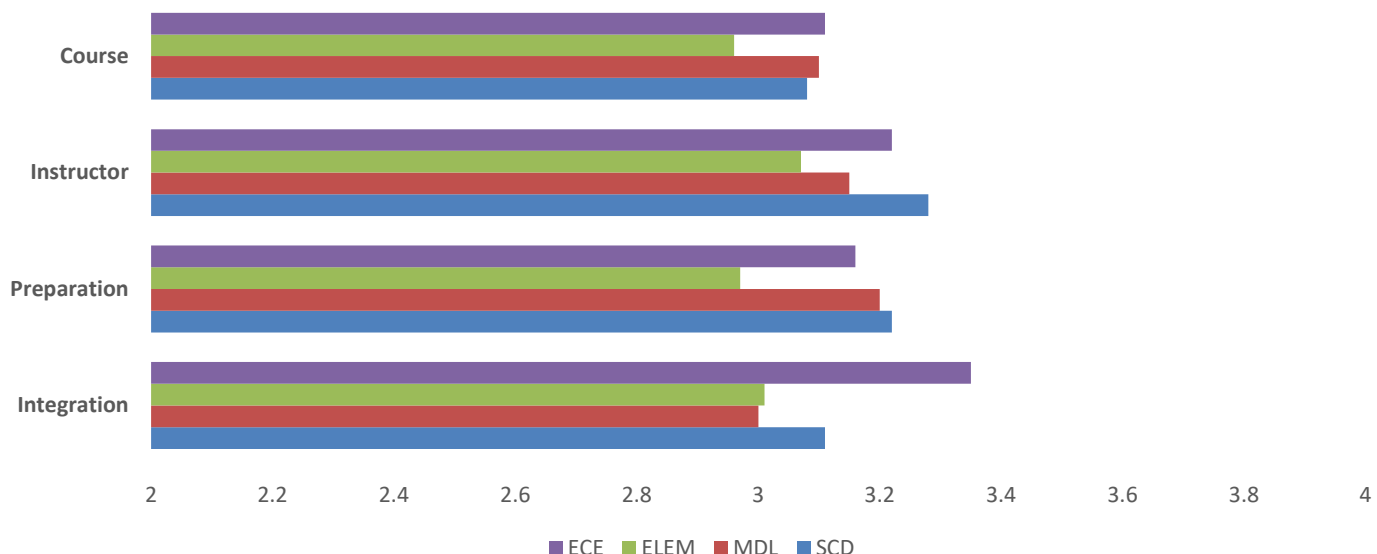
Based on the smaller sample sizes within the certification, there have been deviations over the years in those who express the most satisfaction. In 2018-2019, middle-level certification students indicated the highest levels of satisfaction with the courses, instructors, and overall preparation to teach children of poverty, which is consistent with the 2017-2018 results as well. In 2018-2019, students pursuing early childhood and secondary certification generally indicated the lowest level of satisfaction; however, they still were just above the agreement/satisfaction level on average.

SPRING 2020 RESULTS

Due to the pandemic in Spring 2020, the *TCOP Attitudes and Beliefs Survey* was not administered during in-person courses as it has been since Fall 2009. The survey was revised slightly to gather general feedback on students' perceptions, confidence, and preparedness to teach children of poverty, and the survey was administered online. Thirty-four students completed the online survey, a sharp decline from the in-person administrations.

Students were in the "Agree" range related to activities and benefits of courses that integrated TCOP Standards. On these items, the most agreement was in the area of knowledge gained about unique factors associated with children in poverty and received effective information about teaching children in poverty; whereas, completed assignments related to TCOP and engaged in productive discussion around TCOP were in the lower spectrum of the agreement range. Chart 2 provides the average results across items related to courses at Francis Marion

University. It is important to note that students enrolled in courses that integrated TCOP standards were the sample for this survey.

Chart 2 Student Perceptions of Activities/Benefits Related to Course Focus on Teaching Children of Poverty

Received effective information	3.26
Gained knowledge about unique factors	3.29
Engaged in productive discussion	3.12
Developed ideas or strategies	3.24
Completed assignments	3.06
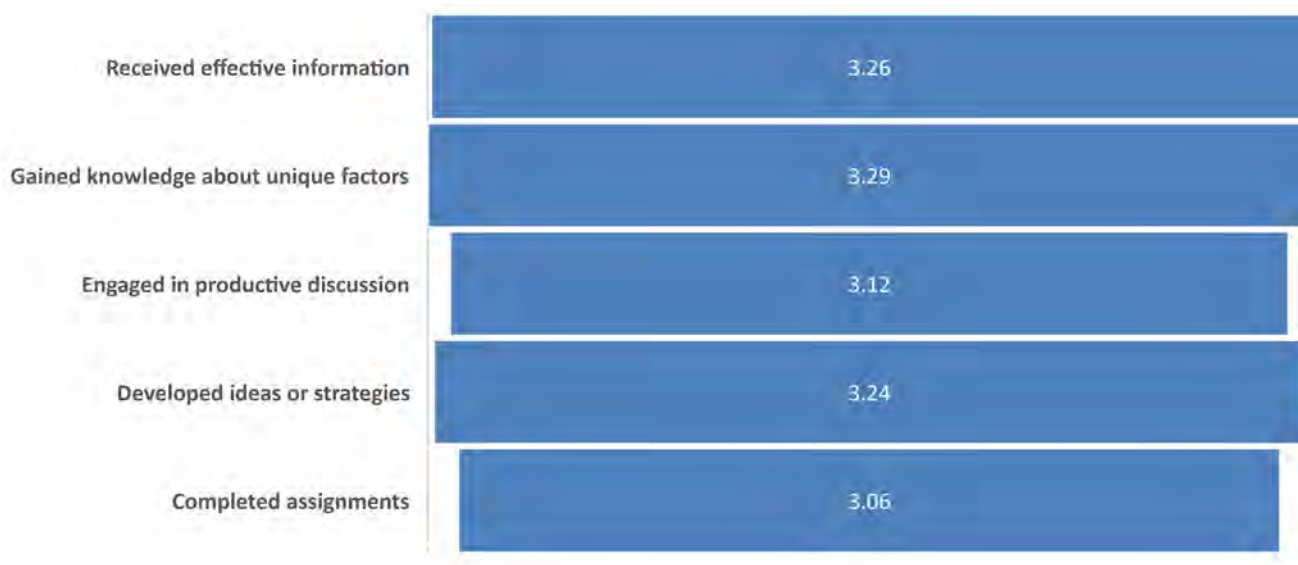
Students were also asked to provide their overall level of confidence and preparation to teach children of poverty. The students were in the "Agree" range related to their confidence and preparation related to teaching children of poverty.

Chart 3 Student Perceptions of Overall Confidence and Preparation in Teaching Children of Poverty

Overall Confidence in TCOP	Overall Preparedness in TCOP
2.97	3

FACULTY ATTITUDES AND BELIEFS REPORTS AND FEEDBACK FORUM

Each year, faculty receive a report that details the course, instructor, and preparation scores and standard deviation (variability) for the class(es) in which TCOP standards were integrated. In Spring 2019, 17 faculty members received an individualized report with their scores in each of the three areas as well as the mean scores and standard deviations in these three areas. The purposes of the faculty reports are awareness and continuous quality improvement to allow faculty members to consult with the Center of Excellence if they are interested in improving their scores or would like additional strategies to integrate TCOP Standards within their courses.

To gauge perspectives, a faculty forum was held on March 20, 2019 to discuss data collection and analysis strategies related to TCOP Standards. Six faculty members attended the forum and provided feedback on the process used to understand the impact of TCOP Standards on student growth and development.

Faculty members who attended the meeting had insights and recommendations for improving TCOP integration.

- Provide regular refresher sessions for new faculty or faculty who want to enhance their integration of TCOP Standards including samples of projects or activities within courses
- Clarify expectations with School of Education leadership (how are faculty recognized or rewarded based on the integration of TCOP Standards?)
- Offer options for guest lectures/activities from Center of Excellence faculty and staff within coursework that integrates TCOP standards
- Update and publicize course matrix including TCOP standards and 25 key practices
- Survey faculty members who integrate TCOP Standards (and possibly those who do not) related to strategies used, support desired
- Promote collegiality in School of Education through integration of TCOP Standards

TCOP LONGITUDINAL SURVEY

The *Teaching Children of Poverty (TCOP) Longitudinal Survey*, a 14-item Likert-scale survey, is administered once per academic year to Francis Marion University students in six courses of varying levels. More than 2,850 surveys have been completed since Fall 2006 (about 150 during the 2018–2019 academic year and 59 in the 2019-2020 academic year). Administering the survey in six courses allows evaluators to gauge change over time. On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study. Table 2 highlights results by number of courses that students have completed with embedded TCOP standards. Chart 4 highlights the change in

perceived knowledge from having no courses with TCOP standards to eight or more courses with TCOP standards. Students who reported that they had completed 0 courses had lower levels of perceived knowledge, skills, confidence, and preparedness in teaching children of poverty; whereas, students who had completed eight or more courses with TCOP standards demonstrated fairly high perceptions of their knowledge, skills, confidence, and preparedness. Some of the change may be attributed to general maturation in the program.

Table 2 TCOP Longitudinal Survey Data by Number of Courses Completed

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	509	2.5	2.6	3.2	2.5
1	319	2.9	3.0	3.3	2.9
2	662	3.1	3.2	3.5	3.0
3	495	3.3	3.3	3.6	3.2
4	392	3.8	3.8	3.8	3.7
5	67	3.9	3.9	3.9	3.7
6	41	4.0	4.1	4.0	3.9
7	41	4.1	4.1	4.0	4.1
8+	394	4.3	4.3	4.2	4.1

A composite score, amalgamation of knowledge, skills, confidence, preparation, ability to differentiate instruction, and ability to address instruction barriers, is calculated. The difference between those who had not taken any courses with TCOP standards and those who had taken eight or more was 1.5 points on a 5-point scale. Each additional TCOP course typically results in a gain of between 0.2 and 0.3 points on the composite score.

Chart 4 Perceptions of Overall Preparation (Six Items) based on Courses with TCOP Standards

4.21

2.72

0 courses   **8 or more courses**
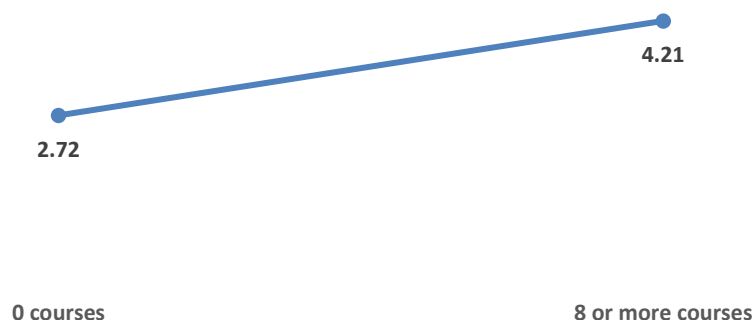
Approximately, 1,885 students have taken the longitudinal survey at least one time. Evaluators compare the results from those who have completed the survey once to those who have completed it multiple times. The knowledge, skills, confidence, and preparedness of students increase among those who have taken the survey more than once. Across all groups, preparedness is typically rated the lowest among the four aspects. Table 3 provides the average results for each area.

Table 3 TCOP Longitudinal Survey Data by Number of Times of Survey Completion

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
1	1885	3.1	3.2	3.5	3.0
2	821	3.5	3.5	3.6	3.4
3	282	4.1	4.0	4.0	3.9
4	83	4.3	4.3	4.2	4.2
5	9	3.8	4.0	3.7	3.6

TCOP MASTERY ASSESSMENT

The *TCOP Mastery Assessment* is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. The goal of the mastery assessment is to

inform implementation of TCOP standards by examining score trends. The analysis of the TCOP Mastery Assessment includes exploring longitudinal trends in overall scores, scores by standards, and scores by certification area. In the December 2019 administration, 34 of 48 items (71%) were answered correctly by 50% or more of the students. While the assessment is difficult based on the percentage of students who answer each item correctly ranging from 17% to 100%, it was designed to determine mastery based on application of TCOP standards. Most students cluster answering between 50% and 75% of assessment items correctly. The *TCOP Mastery Assessment* was not administered in Spring 2020 due to COVID-19.

Table 4 TCOP Mastery Assessment Scores Fall 2009-Spring 2019

Semester	N	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37
Fall 2013	20	29.10	30	20	37
Spring 2014	28	28.64	29	10	35
Fall 2014	15	28.73	29	23	34
Spring 2015	42	27.88	28	18	37
Fall 2015	26	28.08	28	21	34
Spring 2016	21	27.86	28	20	37
Fall 2016	24	26.58	26	14	35
Spring 2017	25	28.52	29	18	37
Fall 2017	25	28.60	29	19	36
Spring 2018	21	27.38	27	13	36
Fall 2018	9	29.78	30	23	36
Spring 2019	25	29.76	30	22	38
Fall 2019	29	30	29	25	36
Spring 2020	N/A	N/A	N/A	N/A	N/A*

EIA Programs Administered by Partnerships/Programs/Agencies

Mastery Assessment results demonstrate somewhat similar average scores each semester with slight dips in Spring 2016 and Spring 2018; however, the most recent administrations in Fall 2018, Spring 2019, and Fall 2019 show slight improvements with higher average scores than previous semesters. The trends demonstrate that on average students have achieved a moderate level of mastery of the TCOP standards; however, a lack of improvement in mastery over time suggests that additional focus, support, or resources may be necessary to increase the mastery of students related to Teaching Children of Poverty.

Chart 5 Mastery Assessment Results by Semester

28	28	27	29	29	27	30	30	30
Fall 2015	**Spring 2016**	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**	**Fall 2018**	**Spring 2019**	**Fall 2019**
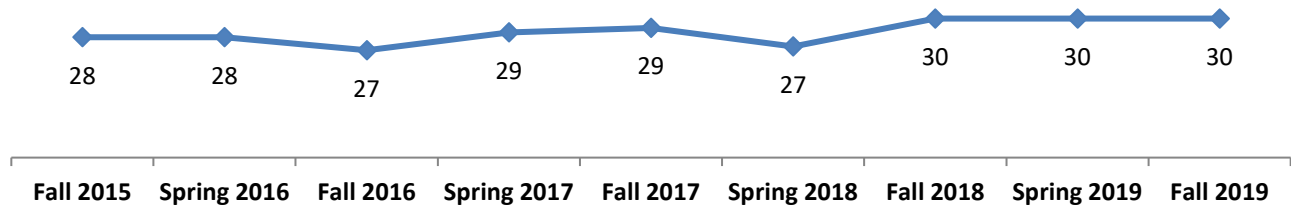
FRANCIS MARION UNIVERSITY STUDENT TEACHER FOCUS GROUP

Each year, the Center of Excellence to Prepare Teachers of Children of Poverty has commissioned a student teacher focus group, facilitated by an independent evaluator. The purpose of the focus group is to understand the impact of Teaching Children of Poverty (TCOP) standards on perceived teacher preparation. TCOP standards are a core component of the Center of Excellence's goal to better prepare teachers to work with diverse students. In addition to information about the TCOP standards and the work of the Center of Excellence, the student teachers provide general information about teacher preparation at Francis Marion University. The initial focus group questions seek general information about strengths and areas for improvement related to the teacher education program. These questions are asked to determine if TCOP standards are specifically cited through these general questions as well as to introduce broad topics prior to narrowing the focus.

In Spring 2020, there were 27 student teachers at Francis Marion University. Of these 27 student teachers, 17 (63%) were randomly selected and invited to participate in a focus group through an email sent by the Center of Excellence. The focus group was to be held on March 25, 2020 at Francis Marion University, and seven student

teachers from the randomly selected group had indicated that they would participate. Based on COVID-19, the in-person focus group was canceled and a virtual focus group was held on April 21. Among the 17 student teachers invited, 4 (24%) participated in the focus group that was conducted virtually on April 21, 2020. Two participants were enrolled in internship (working full-time in their schools) and two participants were enrolled in the traditional student teaching approach.

Chart 6 Francis Marion University Student Teacher Focus Group Participants
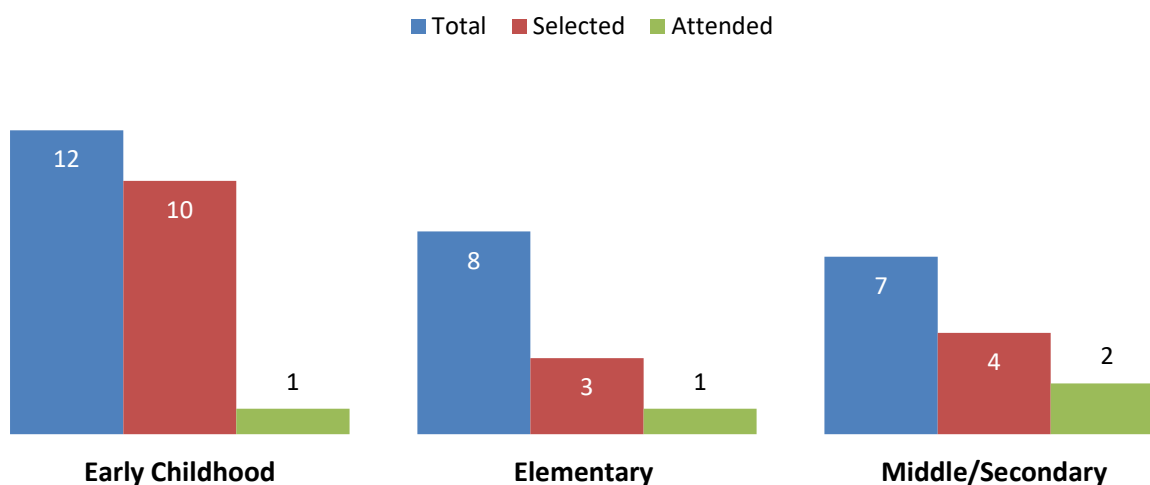
PREPARATION

Overall, the student teachers indicated that they felt prepared to teach because of Francis Marion University coursework and student teaching. A few indicated that student teaching "hit me like a truck" as they adapted to the transition from coursework to application in the classroom. While they appreciated the coursework and clinical experiences prior to student teaching, some highlighted the realities of learning by being in the classroom, which facilitated their understandings of strategies presented in courses. One student teacher indicated that clinical experiences enhance preparation for student teaching and being a teacher. Student teachers highlighted the benefits of high-quality cooperating teachers who mentor and support throughout the process. Some of the student teachers cited the need to have experiences in multiple grade levels to better prepare them for future teaching positions and middle/secondary teachers indicated the need for more content/subject area coursework to prepare them for the multitude of courses they may be expected to teach.

As for preparation to teach children of poverty, most student teachers indicated that they were student teaching/interning in schools considered high poverty. A few student teachers specifically cited the percentage of students living in poverty in their schools (99%) highlighting the need for preparation to teach children of poverty. One student teacher said it was "eye opening" to realize the lack of resources, particularly as the students transitioned to online learning. Some of the students did not have access to internet or computers, and they struggled with how to handle access issues.

Some students cited the classroom management sessions during their clinical hours as helping to prepare them for teaching children of poverty. One student recommended that this content be presented earlier as it was necessary prior to student teaching. Another student suggested that it would have been helpful to have the information prior to the clinical experience to allow more concentration and enable the full integration of this information during student teaching. One student teacher cited the Center of Excellence scholars as being important to her preparation to teach children of poverty. This student teacher discussed the importance of focusing on one new strategy each month through the *TCOP Scholars* initiative. Another participant indicated that she "wished I would have been a TCOP scholar," as she realized what they gained.

The focus group participants indicated that they were taught many strategies throughout coursework related to teaching children of poverty. These strategies focused on differentiating instruction, building relationships, showing "grace for students," managing classrooms/developing classroom culture, making instruction relevant to students' "worldview," promoting citizenship (being a good citizen in classroom), and knowing your students.

Areas that the student teachers indicated a need for more emphasis in their preparation were preparing for PRAXIS, developing a résumé, conducting a job search/applying for jobs, interviewing techniques, and gaining more broad content area knowledge (particularly for middle and secondary teachers).

PROFESSIONAL DEVELOPMENT

The student teachers indicated a desire for more professional development related to becoming a teacher leader, communicating with "seasoned teachers," and developing relationships and learning from other teachers. Some student teachers indicated that they would be assigned mentor teachers during their first year as a teacher but were uncertain about what that means or how to work effectively with a mentor teacher. A few student teachers indicated that they would have appreciated having a mentor teacher during their coursework and earlier stages of the program to help them prepare for student teaching.

The student teachers indicated that they would attend webinars or in-person meetings conducted by the Center of Excellence or other groups. Many of the student teachers had participated in the Center of Excellence Summer Institute, and they appreciated the "free" professional development opportunity.

TEACHING CHILDREN OF POVERTY SCHOLARS

The *Teaching Children of Poverty Scholars* initiative began in 2018-2019 for Francis Marion University education students. Each semester, monthly meetings are held to reinforce three foundation principles: Why Poverty (and Resources) Matter, Poverty Data Sources, and Neuroscience and the Classroom. In addition, 25 key practices are also layered into the foundational principles. Scholars complete journal entries to demonstrate their understanding of foundational principles and key practices. Journal entries are scored by qualified raters using a rubric. To earn a stole or medallion to wear at graduation, scholars must successfully complete a designated number of journal entries demonstrating understanding of principles and key practices. The stole represents the successful completion of three foundational modules, and the medallion represents the successful completion of three foundational modules and 15 key practices.

In 2019-2020 academic year, six meetings were planned. One meeting was canceled due to Hurricane Dorian closures and the aftermath in September 2020. The remaining meetings had between 16 and 23 participants.

Table 5 TCOP Scholars Meetings 2019-2020 Academic Year

TCOPS Meeting Date	Number attending
September 9	Canceled
October 3	18
November 11	16
January 22	23
February 12	20
March 5	19

As of May 2020, 16 students have earned stoles and 25 students have earned medallions. The *TCOP Scholars Initiative* was recognized during the *TCOP Student Teacher Focus Group* as being beneficial in the teacher preparation process.

OBJECTIVE 2

Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina

Objective 2 focuses on teachers, administrators, and other educational stakeholders currently working in the profession. A variety of strategies are used to engage and work with these constituencies.

PARTNER DISTRICTS

The Center of Excellence works with partner districts in the Pee Dee region and across the state to provide professional development, resources, and support. In 2019-2020, 24 districts with more than 2,000 schools engaged as partner districts. Based on 2018-2019 School Report Card data, these districts served 285,175 students. While there were shifts in student enrollment within each district, the overall student enrollment across these districts was the same in 2017-2018 and 2018-2019. The student enrollment within these districts ranged from 668 to 44,896. Seven districts had increases in enrollment ranging from 1 student to 1,013 students, whereas 17 districts had decreases in enrollment ranging from 3 students to 336 students. There were 19,617 teachers, an increase of 62 teachers from the 2017-2018 academic year within these districts. The percent of students in poverty within these districts ranged from 44.8% to 93.3%. Of the 24 districts, 21 districts had increases in the percentage of students in poverty from 2017-2018 to 2018-2019. Table 6 provides a list of partner districts during the 2019-2020 academic year.

EIA Programs Administered by Partnerships/Programs/Agencies

Table 6 2019 Center Partner District Information

Partner District	Enrollment	Number of Teachers	Percent Students in Poverty
Anderson 3	2,609	176	73.3
Beaufort	22,282	1,663	58.3
Berkeley	35,794	2,198	57.8
Clarendon 1	747	46	92.1
Clarendon 2	2,875	191	86.4
Colleton	5,520	357	83.4
Darlington	9,955	641	77.7
Dillon 3	1,622	91	71.4
Dillon 4	4,116	232	93.3
Florence 1	16,102	1,137	67.9
Florence 3	3,406	226	88.8
Florence 4	668	46	92.6
Georgetown	9,306	635	68.2
Horry	44,896	3,002	65.7
Lee	1,822	96	91.2
Lexington 1	26,712	1,923	44.8
Lexington 2	8,947	629	76.0
Marion	4,364	301	91.4
Marlboro	3,964	261	85.0
Richland 1	23,663	1,943	76.1
Richland 2	28,323	1,949	54.3
Spartanburg 7	7,356	663	72.3
Sumter	16,538	978	74.4
Williamsburg	3,588	233	90.8
Total	**285,175**	**19,617**	**76.4%**

TEACHER PROFESSIONAL DEVELOPMENT

The Center of Excellence to Prepare Teachers of Children of Poverty provides professional development geared toward in-service teachers, administrators, and other education professionals. In 2019-2020, approximately 107 professional development sessions, outreach activities, and scholarly presentations were held. Approximately 15 professional development sessions planned for Spring 2020 were canceled due to COVID-19. Among participants who completed surveys between July 1, 2019 and June 30, 2020, the overwhelming majority of respondents "Agreed" or "Strongly Agreed" that the conference sessions or workshop were professional (97%), high quality (93%), respectful of audience (94%), credible (96%), and interesting (88%).

Chart 7 Responses from Center Conference Sessions and Workshops (Off-Campus)

■ Strongly Agree ■ Agree

	professional style	high-quality presentation	respectful	credible	kept my interest
Agree	24%	28%	21%	21%	27%
Strongly Agree	73%	65%	73%	75%	61%
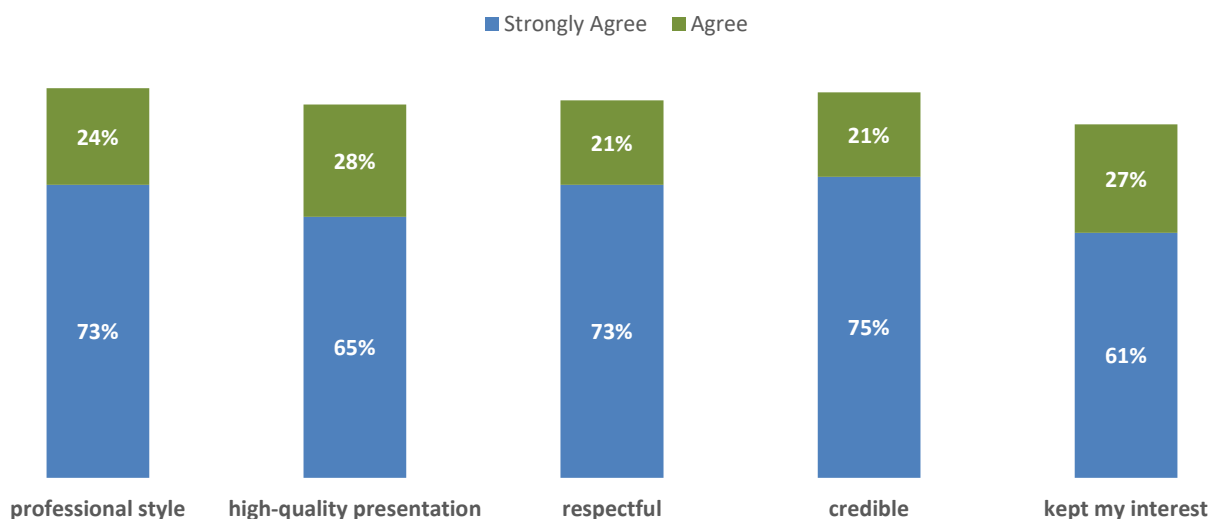
The Center also explores the quality of its professional development in comparison to other professional development. Many participants (68%) indicated that the professional development was "Much Better" or "Somewhat Better" than other professional development that they have attended.

Chart 8 Rating of Center Professional Development in Comparison with Other Professional Development

Category	Percentage
much better	41%
somewhat better	27%
about the same	23%
somewhat worse	5%
much worse	5%
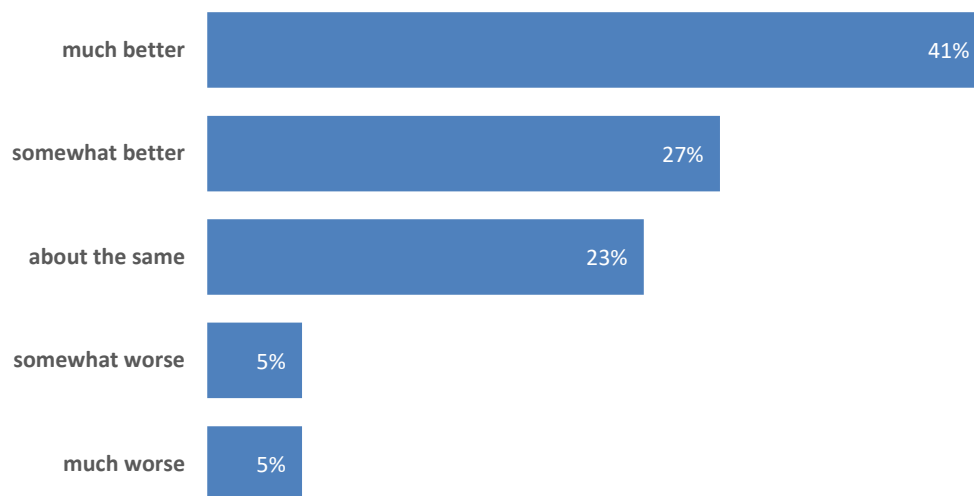
Each year, there are many comments provided on the online evaluation tool that participants are asked to complete about the Center of Excellence professional development workshops and events. A few of the comments are highlighted to capture the essence of the participants' reactions.

Dr. Pawloski was truly knowledgeable, engaging, and clearly sincere about the content of her presentation and her desire that we share the information about stress, coping strategies, what occurs in the brain with our students and our colleagues. It was probably the most valuable and certainly the most enjoyable professional development that I've ever had as a teacher. Thank you!

The visuals and the active participation helped me to experience what my students experience. Thank you so much for sharing these techniques with us!

I thought this was the best use of my PD time that I have ever had. The information was very interesting, relevant, and I applied the music theory the day I came back to my classroom and the power pose with my own children that same day! Thank!!!

Mrs. Pawloski's presentation was AWESOME! She captivated my attention the entire presentation. I have a better understanding of why resources are so important to students who live in poverty. I have spoke to several people about her course. I have no recommendations for changes to her presentation. She does a great and thorough job. Definitely changed my thinking.

SUMMER INSTITUTE

Typically, the Center of Excellence Summer Institute is a 2-day professional development series held at Francis Marion University. Due to COVID-19, the event was reconfigured to invite keynote speakers from previous Center of Excellence events to conduct a live webinar to be recorded and contained within a library of webinars that were accessible for a small subscription fee. The keynote speakers are typically nationally renowned speakers. Twenty-seven sessions including 32 speakers were offered live or through a subscription. More than 5,700 people registered for one or more live session and/or the subscription. Evaluation responses were received from educational stakeholders from 30 states, the District of Columbia, and 5 other countries. Approximately 53% of the 1,779 survey respondents indicated that they were teachers, 12.8% were school leaders, 7.8% were district staff or district leaders, 7.2% were counselors or social workers, and 16% identified as "Other" including school nurse, coach, curriculum coordinator, Head Start staff member, higher education faculty/leader, paraprofessional, and graduate student. Among the respondents, 64.9% had never attended a Center of Excellence event, and 99.5% indicated that they would likely (13.4%) or very likely (86.1%) attend another Center of Excellence event.

Among the respondents almost 100% "Agreed" or "Strongly Agreed" that the presenter had a professional style, delivered a high-quality presentation, was credible, and kept their interest. In addition, almost 100% of respondents "Agreed" or "Strongly Agreed" that the information changed or confirmed their thinking, was useful, was convincing, and was credible. Finally, 77% of respondents indicated that the Summer Institute session(s) were Somewhat Better or Much Better than other professional development that they have attended. Charts 9-11 highlight responses on the Summer Institute evaluation.

EIA Programs Administered by Partnerships/Programs/Agencies

Chart 9 Percent of Respondents who Strongly Agree or Agree

professional style	high-quality presentation	credible	kept my interest
98%	98%	99%	97%
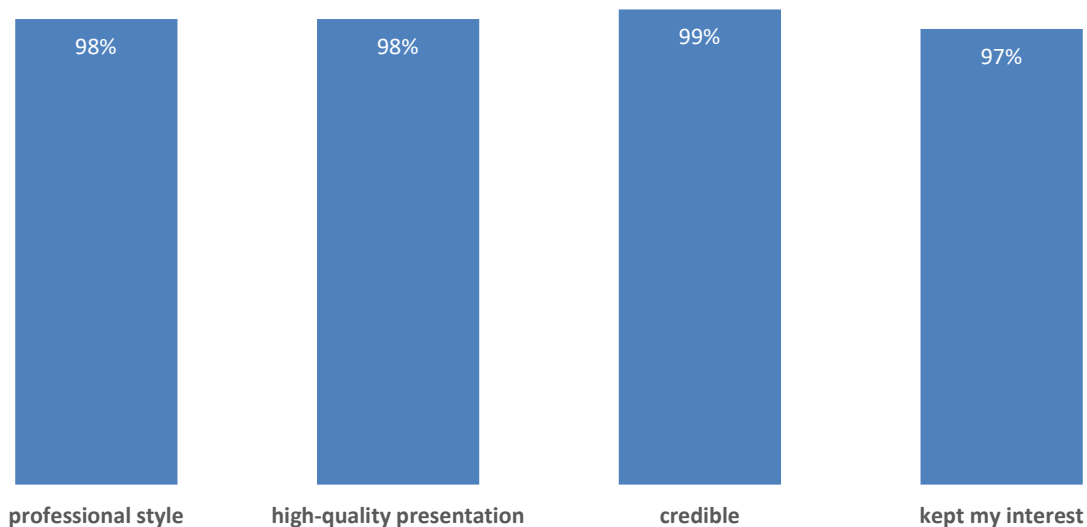
Chart 10 Percent of Respondent who Strongly Agree or Agree
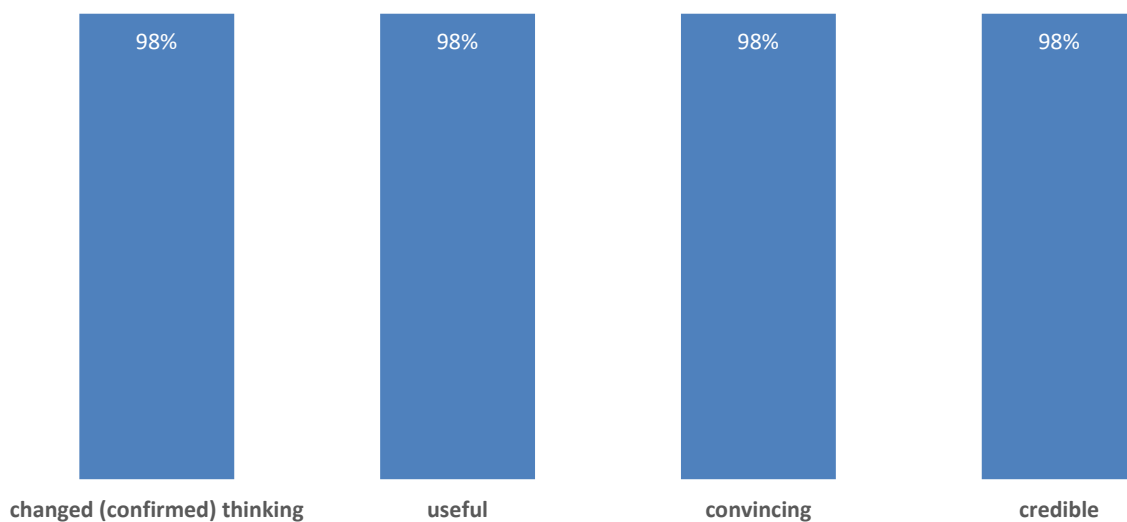
changed (confirmed) thinking	useful	convincing	credible
98%	98%	98%	98%

25

Chart 11 Percent of Respondents Who Rated Summer Institute PD In Comparison to Other PD
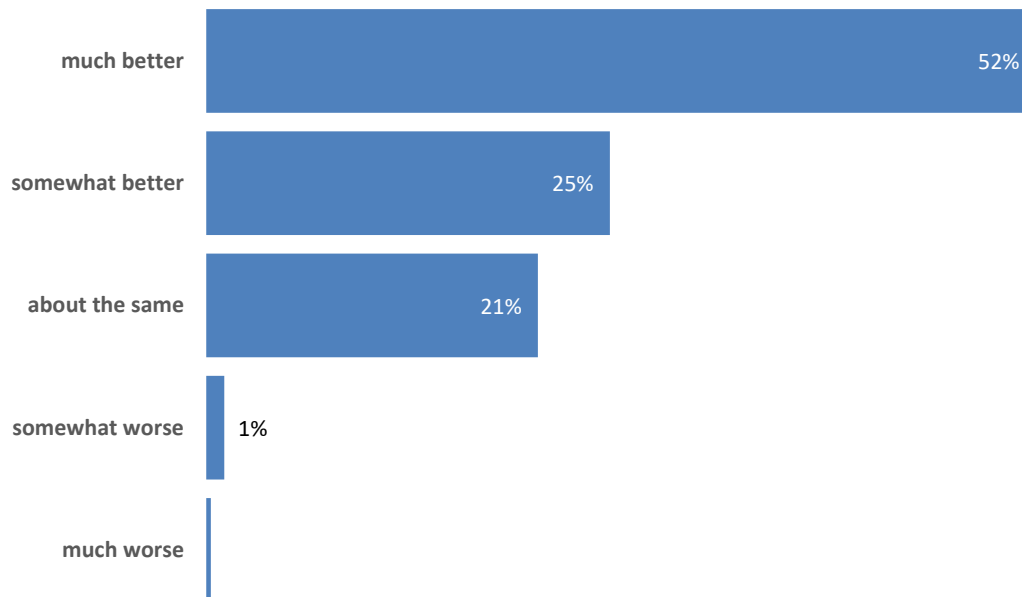
Respondents were provided an opportunity to provide additional feedback related to the presentations, and 773 respondents provided short comments and phrases. A word analysis indicated the top words that appeared in the open-response item were: Great (8.15%), Good (8.02%), Thank/Thank you (7.37%), Love (6.60%), and Informative (5.97%).

SCHOOL-BASED PROFESSIONAL DEVELOPMENT AND SUPPORT

In 2019-2020, 24 school districts were Center of Excellence partner districts and had access to a range of resources, training, and opportunities (National Network of Partnership Schools, essay contests). Among these school districts, student enrollments totaled approximately 285,000 with more than 19,500 teachers across the districts. The average percent of students living in poverty within these partner districts was 76% with a range of 44.8% of students enrolled living in poverty to 93.3% of students enrolled living in poverty. In addition to professional opportunities available to teachers, leaders, and educational stakeholders in these districts, intensive professional development also occurs.

INTENSIVE DISTRICT-BASED PROFESSIONAL DEVELOPMENT

Multiple districts and schools participated in more focused, intensive professional development provided by the Center of Excellence. In 2019-2020, 12 districts or schools participated in intensive professional development, and the Center of Excellence worked with the South Carolina Department of Education related to the Palmetto

Literacy Project. Through this intensive professional development, approximately 79 sessions occurred, and 18 additional sessions were planned for Spring 2020, but were canceled due to COVID-19. Table 7 highlights the intensive professional development by district or school.

Table 7 District/School Participants and PD Sessions: Completed and Canceled due to COVID

District/School	Number of Sessions		Key Participants
	Completed	Canceled	
Alpena School District (MI)	5	4	Teachers/school leaders
Berkeley County Schools	6	0	Middle school teachers/school leaders
Dutch Fork Elementary	7	4	Teachers/school leaders
Furman Middle School	5	1	Teachers/school leaders
Genesee Inter. School District (MI)	8	0	Teams from 21 schools
Goose Creek Elementary	4	0	Teachers/school leaders
Greenwood 50	8	0	4K teachers
Lexington-Richland 5	5	1	Teachers/school leaders
Loris Middle School	8	1	Teachers/school leaders
Moore Intermediate School	3	1	Teachers/ school leaders
Rawlinson Road Middle School	9	2	Teachers/school leaders
Saluda County High School	3	0	High school teachers/school leaders
SC Department of Education Palmetto Literacy Project	8	4	Teams from participating schools

NATIONAL NETWORK OF PARTNERSHIP SCHOOLS

The National Network of Partnership Schools (NNPS) at Johns Hopkins University works with schools and other organizations to promote family and community engagement. "Established at Johns Hopkins University in 1996, NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school," (NNPS, 2018).

In October, Center of Excellence staff offered workshops for districts related to NNPS. Two districts, Berkeley and Richland One participated in training with approximately 50 attendees at each session. In addition, a Center of Excellence staff member attended national leadership training at Johns Hopkins University in October 2020. NNPS continues to be promoted and used within Center of Excellence partner districts. For the 13th year, the Center of Excellence was awarded a Partnership Organization Award through NNPS. According to a rater for this award, "The Center for Excellence hasn't disappointed yet. They continue in stride building bridges and making connections throughout their state for improved partnerships, district by district and school by school."

Dr. Joyce Epstein, Professor at Johns Hopkins University and Director of the National Network of Partnership Schools, was one of the Center of Excellence Summer Institute keynote speakers indicating the ongoing relationship and partnership between the Center of Excellence and the National Network of Partnership Schools.

OBJECTIVE 3

Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty

TEACHING CHILDREN OF POVERTY ENDORSEMENT AND ADD-ON CERTIFICATION

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. The Center provides information sessions about the add-on certification and the availability of graduate-level coursework related to teaching children of poverty. In 2017-18, eight people earned the endorsement and eight people earned the add-on certification through a cohort initiative in Lexington School District One. An additional Lexington One cohort completed the series of four courses through a Center of Excellence partnership in Fall 2019. A third Lexington One cohort began the 4-course series in Spring 2020. Two additional districts have requested information about the cohort model for the 4-course sequence to gain add-on certification.

POVERTY SIMULATIONS

Each year, the Center of Excellence offers poverty simulations to provide insight into the experiences of people who are living in poverty. In 2019-2020, five poverty simulations were held to demonstrate the various effects of poverty within communities. Each year, participants in the poverty simulations cite the benefits of better understanding the multiple effects of poverty and how poverty impacts communities.

RESEARCH CONSORTIUM

The Center of Excellence hosts prominent researchers through the Research Consortium to promote dialogue around teaching children of poverty and increase awareness of research related to children of poverty. In 2020, the Center planned its 11th annual Research Consortium on March 31, 2020 in Columbia. Dr. Lorin Anderson, professor emeritus at the University of South Carolina was the keynote speaker. Due to COVID-19, the in-person COERC was canceled and a virtual COERC was held on May 6, 2020 at 2:00pm. The event reached its capacity of 100 registrants. Approximately 59 people attended the event, which was a little more than 50% of those who pre-registered. This information helped the Center of Excellence better understand the registered to attended ratio to allow for an appropriate amount of over registration in the future.

COERC participants were asked to complete evaluations following the online session. Approximately 94% of respondents rated COERC as "Excellent" or "Good." In addition, the majority of participants "Agreed" or "Strongly Agreed" that the COERC was informative, worth their time, and influence their work. Charts 12 and 13 highlight the responses from the 2020 COERC evaluation.

Chart 12 Percent of Survey Respondents Who Rated the COERC as Excellent and Good

Chart 13 Percent of Survey Respondents Who Agreed and Strongly Agreed to Attributes of COERC
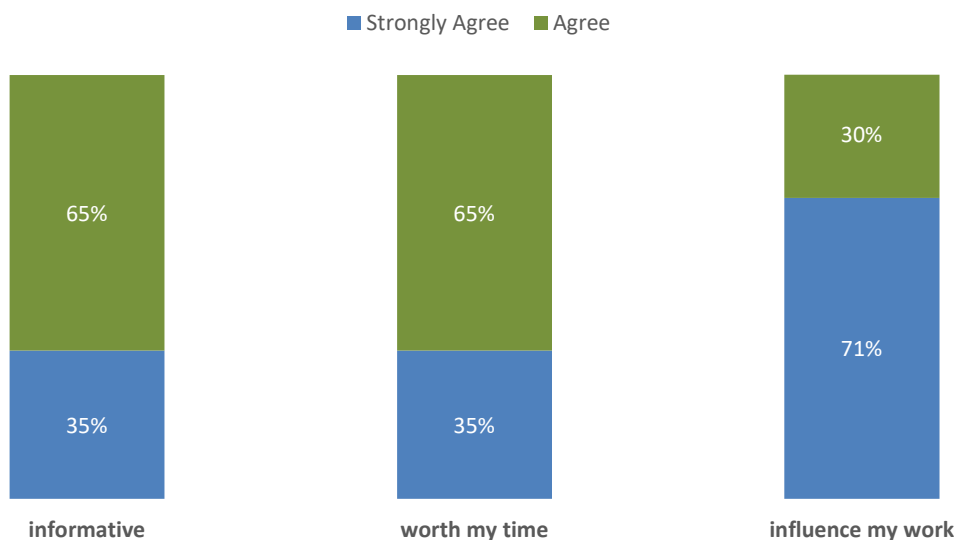
This was the first COERC presented virtually (due to the pandemic). Respondents were asked about their future attendance at in-person or virtual COERC. More people indicated that they would attend a virtual COERC in the future compared to an in-person COERC. This may be a result of the people who responded to the survey and

the virtual presentation in 2020, but it is important to note that the virtual COERC attracted people from around the world including a participant currently teaching in another country.

Chart 14 Percent of Survey Respondents Who Would Attend a Virtual or In-Person COERC
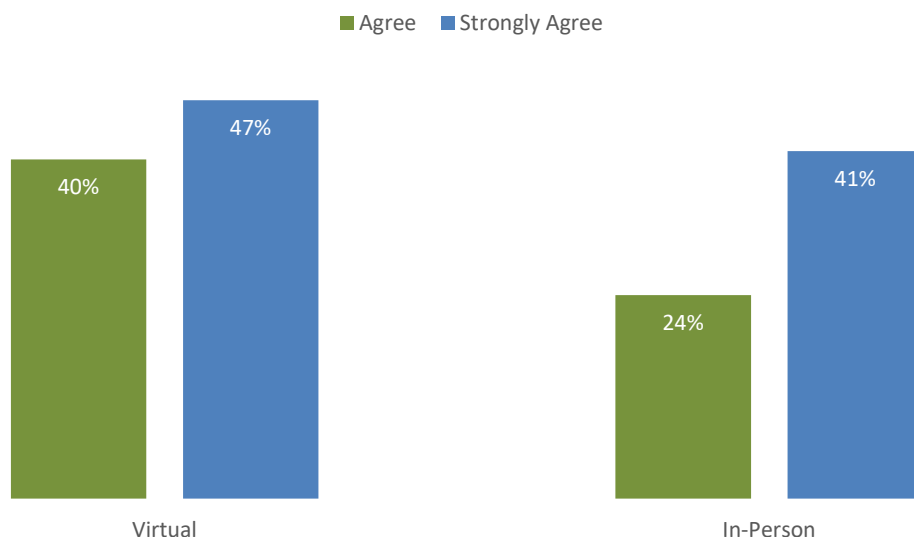
In addition to the closed-response items on the online survey, respondents are asked to share comments related to the Center of Excellence Research Consortium.

> *"The encouragement and inspiration that the Center of Excellence provides is truly a gift to educators in South Carolina."*
>
> *"This is [sic] information was very enlightening and well presented."*
>
> *"The research was very interesting."*

COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION

On April 28, 2020, a virtual meeting of the Higher Education Collaborative was held. Approximately 60 people registered for the meeting representing 10 Institutions of Higher Education. During the meeting, participants discussed aspects related to partnering within the COVID-19 pandemic and impacts at that point of the pandemic. Higher education partners shared differing online platforms and strategies that they are using to engage students and educational stakeholders. They discussed the impact of COVID-19 and the switch to online instruction in K-12 and higher education on students, families, and others.

Insights from other Institutions of Higher Education as well as organizations such as the Center for Educator Recruitment, Retention, & Advancement (CERRA), a participant in the Spring 2020 meeting, have enabled the Center of Excellence to consider partnerships with other colleges and universities as well as integrate work that is occurring related to teaching children of poverty across the state.

ONLINE PRESENCE

The Center of Excellence uses a variety of online mechanisms to communicate with stakeholders, share resources and information, and facilitate registrations for events. The Center of Excellence maintains a website, Facebook page, Pinterest site, and Twitter account. The Center's webpage had more than 21,453 visits to its home page in 2019-2020, which was an increase from 2018-2019. In addition, there were approximately 5,193 visits to its Best Practices site, an increase of more than 3,800 from 2018-2019, and 1,038 visits to its TCOP Add-on Certification page, an increase of more than 450 from 2018-2019.

Chart 15 Visitors and Visits to Center of Excellence Website

home page visits 2018-19	home page visits 2019-2020
21,034	21,453
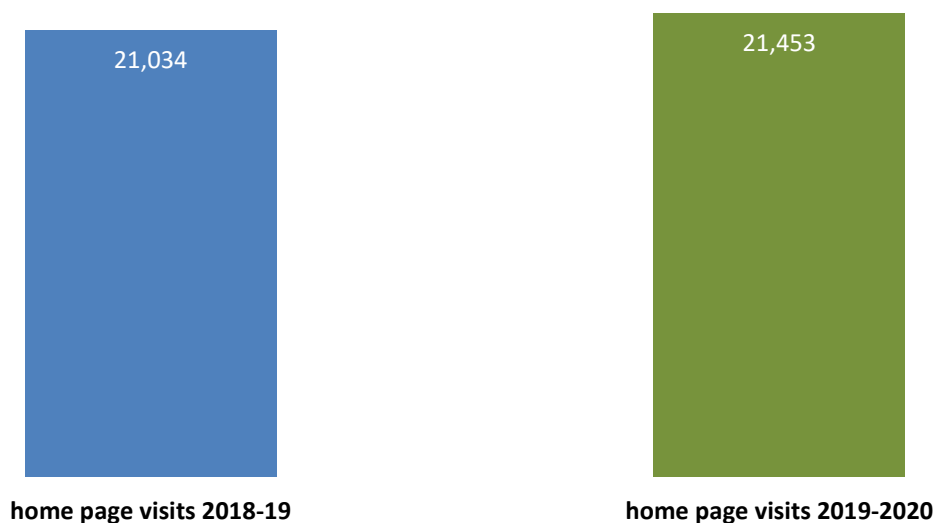
CONCLUSION

The Center of Excellence to Prepare Teachers of Children of Poverty focuses on three goals related to pre-service teachers, in-service teachers, and the educational community. The Center of Excellence has made progress within each goal, uses a quality improvement process involving data to improve its work and outreach, and has established itself as a presence within the Pee Dee region, South Carolina, the southeast region, and beyond.

Pre-service teachers enrolled at Francis Marion University have a variety of professional development opportunities and are exposed to Teaching Children of Poverty Standards and key practices through many of their courses. On average, pre-service teachers demonstrate preparation and mastery of these standards and key practices. The Center of Excellence has explored methods and strategies to improve preparation and mastery, as they are currently in the moderate range, which led to the development of the Teaching Children of Poverty Scholars initiative. Additional efforts such as support and resources for further integration of Teaching Children of Poverty within courses have been implemented with mixed results.

The Center of Excellence continues to provide a multitude of professional development opportunities for in-service teachers and other educational stakeholders. Through partnerships with 24 districts as well as intensive work with 12 districts and the South Carolina Department of Education, the Center of Excellence provides relevant and actionable professional development that is typically perceived as "Better" or "Much Better" than other professional development. The 2020 Summer Institute also demonstrated the Center of Excellence's commitment to adapting strategy due to COVID-19, and the revised event attracted more than 5,500 registrants for on-line professional development conducted by more than 30 renowned professionals. A long-standing relationship with the National Network of Partnership Schools at Johns Hopkins University has also enhanced the support available to school districts in South Carolina in their work to engage students and families.

The Center of Excellence has established itself as a premiere resource with the approval of the Teaching Children of Poverty endorsement and add-on certification, which has led to partnerships with districts and cohorts completing the certification. In addition, the Center of Excellence held its 11th annual Research Consortium promoting research to practice, facilitated relationships with other South Carolina Institutions of Higher Education and educational organization, and provided information and resources through social media and its website, which continues to grow in number of visits each year with more than 21,000 visits in 2019-2020.

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EIA Programs Administered by 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, 2020.**
- 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	Center for Educator Recruitment, Retention, & Advancement (CERRA)	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733

FY 2020-21 EIA Appropriation per Act 135 of 2020	$12,034,117	**FY 2021-22 EIA Funding Request**	$13,034,117

Program Contact	M. Jane Turner, Esq.	**Division/Office**	CERRA
Contact Title	Executive Director	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733
Contact Phone	803-323-4032, Ext. 6411	**Contact E-Mail**	turnerj@winthrop.edu

Summary of Program:

CERRA directs a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state. Recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs. In addition to its programs, CERRA offers a number of services to school districts and higher education institutions that aid in its mission of recruting, retaining, and advancing South Carolina educators.

EIA Programs Administered by Partnerships/Programs/Agencies

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts 1. Rural Recruitment Initiative (includes funds not utilized) 2. Pre-collegiate site grants	1. $6,776,427 2. $120,348	1. 52.0% 2. 0.9%
Retained by this partnership/program/agency 1. Administrative costs (Winthrop fees, salaries and fringes, travel, office support, etc.)	1. $1,389,598	1. 10.7%
Other (Please Explain) 1. Teaching Fellows awards 2. Undergradute loan repayment funds	1. $4,265,761[1] 2. $478,228	1. 32.7% 2. 3.7%
TOTAL:	**$13,030,362**	**100%**

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

[1]Includes $1,080,717 from the Teaching Fellows collections account.

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%

EIA Programs Administered by Partnerships/Programs/Agencies

Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
Facilities & Transportation	%
District Services (Rural Recruitment Initiative and site grants)	100%
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:	100%

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:

1A.6, 1A.47, and 1A.54

Regulation(s):

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.

| X | Yes | | No |

If yes, please describe:

State Board of Education 2017 Induction and Mentoring Guidelines

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	Teacher recruitment
Goal	ProTeam Program: Encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Strategy: Increase the number of sites, specifically targeting rural, underserved schools • Resources: Financial resources, human resources, technology, materials	• Carried out targeted recruitment efforts to establish new sites in rural, underserved schools	• Offered in 28 SC public school districts at 45 sites (85 classes) • 15 sites are located in a high turnover district • Added eight new sites and reestablished two sites	• Number of sites has doubled since FY15 • Curriculum (*DreamQuest*) implemented in seven other states	• Site intent forms for all sites • Program profiles for all sites, including class rosters • Database of all sites and instructors
• Strategy: Increase the number of participants, including male and non-white students • Resources: Financial resources, human resources, technology, materials	• Utilized program facilitators to support all sites and provide targeted services to those with low enrollment numbers and/or new instructors	• Served 1,571 students – 646 males and 581 non-white students • Provided services and support to 46 instructors at 45 sites	• Number of students has grown by nearly 950 since FY15 • 41% of students are male and 37% are non-white; slight increase from last year • Served more than 22,000 SC students since 1990	• End-of-course surveys for all instructors, including class rosters • Database of all sites and instructors
• Strategy: Provide professional development for instructors • Resources: Financial resources, human resources, technology, meeting space, equipment, materials, training curriculum	• Hosted/conducted multiple meetings and training sessions to provide professional development to instructors	• Hosted 25 instructors at the Fall Renewal Conference • Conducted one curriculum training for 18 new instructors	• Evaluations indicate that the conference provides useful professional development and the training is effective • End-of-course surveys indicate that CERRA's services are very helpful in supporting instructors	• Conference evaluations • Training evaluations • End-of-course surveys for all instructors

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20				
Problem/Issue	Teacher recruitment			
Goal	Teacher Cadet Program: Encourage high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Strategy: Increase the number of sites, specifically targeting rural, underserved schools • Resources: Financial resources, human resources, technology, materials	• Carried out targeted recruitment efforts to establish new sites in rural, underserved schools	• Offered in 75 of 79 traditional SC public school districts, both public charter districts, and 3 private schools • Offered at 191 sites (246 classes); 46 sites are located in a high turnover district • Added four new sites and reestablished six sites	• Only four SC school districts lack a Teacher Cadet Program • Curriculum (*Experiencing Education*) implemented in 40 other states	• Site intent forms for all sites • Program profiles for all sites, including class rosters • Database of all sites and instructors
• Strategy: Increase the number of participants, including male and non-white students • Resources: Financial resources, human resources, technology, materials	• Utilized program facilitators to support all sites and provide targeted services to those with low enrollment numbers and/or new instructors • Utilized instructor liaisons to provide services and support at the site level • Added a new course for students, Educational Psychology (a follow-up course to Experiencing Education)	• Served 2,998 students through the Experiencing Education course; 668 males and 1,003 non-white students • Served 182 students through the Educational Psychology course; 92 students completed both courses • Provided services and support to 198 instructors at 191 sites	• Number of participants has increased by more than 600 students since FY13 • 22% of Cadets are male; 33.5% are non-white • Served more than 74,500 SC students since 1985	• End-of-course surveys for all instructors, including class rosters • Database of all sites and instructors • Pre- and post-surveys for all Teacher Cadets (*CERRA was unable to collect post-survey data due to COVID-19 school closures.*)
• Strategy: Provide professional development for instructors and College Partner (CP) coordinators	• Hosted/conducted multiple meetings and training sessions to provide professional	• Hosted 131 SC instructors, 21 out-of-state instructors, and 19 CP coordinators at the Fall Renewal Conference	• Evaluations indicate that the conference provides useful professional development and the training is effective	• Conference evaluations • Training evaluations • End-of-course surveys for all instructors

EIA Programs Administered by Partnerships/Programs/Agencies

• Resources: Financial resources, human resources, technology, meeting space, equipment, materials, training curriculum	development to instructors and CP coordinators	• Hosted 23 CP coordinators at the annual meeting • Conducted three curriculum training sessions for 42 new SC instructors, 12 new out-of-state instructors, and three CP coordinators • Conducted seven out-of-state curriculum training sessions for 79 instructors	• End-of-course surveys indicate that CERRA's services are very helpful in supporting instructors	

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	Teacher recruitment and retention
Goal	Teaching Fellows Program: Recruit academically talented high school seniors into the teaching profession and help them develop leadership qualities as they participate in a Fellows program at an approved teacher preparation institution in SC

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Strategy: Increase the number of applicants and Fellowships in the state • Resources: Financial resources, human resources, technology, meeting space, equipment, materials	• Provided program and application information to targeted groups across the state • Revised the online application to collect more detailed responses	• Received 887 complete applications from students in 201 SC public and private high schools and career/technology centers • Invited 563 students to interview at four locations across the state for the 2020 cohort • Awarded 196 fellowships for the 2020 cohort	• 78% (2,131) of Fellows from the 2000-2015 cohorts graduated from the program • 71% (1,510) of graduates are employed in 72 SC public school districts • 92.5% (1,971) of graduates have either satisfied their loan or are teaching for loan forgiveness in a SC public school • Of the Fellows who are loan-satisfied through teaching service, 76% (932) are employed in a SC public school/district	• Loan cancellation deferment forms and other graduate paperwork submitted on an annual basis • Database of all Fellows applicants and graduates from each cohort • Certification database used to track Fellows graduates to verify employment in a SC public school
• Strategy: Provide support and professional development for Campus Directors (also includes assistant directors) and Fellows • Resources: Financial resources, human resources, technology, meeting space, equipment, materials	• Utilized a program facilitator to support all Teaching Fellows Institutions (TFIs) • Planned/facilitated multiple events for Teaching Fellows and Campus Directors • Held multiple meetings with Campus Directors and Fellows	• Provided services and support to 13 TFIs and 16 Campus Directors • Held a 2020 virtual cohort orientation for freshmen Fellows and their sureties • Held four meetings with the Campus Directors, focusing on various aspects of program requirements and ways to improve the program	• Anecdotal evidence from Fellows and Campus Directors indicates that the orientation provided relevant, meaningful information • CERRA uses informal, constructive feedback to make improvements each year	• Anecdotal evidence/ feedback from Fellows and Campus Directors

	(Due to COVID-19, CERRA was unable to hold multiple meetings and events such as Hill Day recognition.)	• Held senior Fellows meetings at 12 TFIs to review loan cancellation requirements • Held freshmen Fellows meetings at 12 TFIs to discuss program requirements		
• Strategy: Monitor and adjust programs on a consistent basis to ensure requirements are being met • Resources: Financial resources, human resources, technology, meeting space, materials	• Conducted TFI evaluations using the new process • Scheduled to conduct one mid-cycle financial audit, but postponed due to COVID-19 • Collected and reviewed annual reports from TFIs • Facilitated a voluntary statewide master class for Fellows on culturally-responsive teaching	• Conducted two TFI evaluations using the new process: Anderson University (on site) and Francis Marion University (virtual due to COVID-19) • Collected and reviewed annual reports from 10 TFIs • Facilitated an opportunity for several Campus Directors to discuss innovative practices happening at their TFIs (i.e., successful strategies for engaging advisory committees) • Held five master class sessions with Fellows across the state	• Evaluations indicate that both TFIs are meeting program requirements, with recommendations for continued improvement • Annual reports indicate: Strengths – community involvement, building community among cohorts, and layers of professional development for Fellows Challenges – utilization of the advisory committee • CERRA began attending advisory committee meetings • Master class evaluations indicate that the sessions were helpful in recognizing biases and developing strategies for culturally-responsive teaching	• TFI evaluation process (interviews, observations, reports, and evidence documentation) • Annual site visits • Annual reports • Analysis of multiple data sources

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20				
Problem/Issue	Teacher retention			
Goal	Induction and Mentoring: Support beginning teachers and improve retention rates in SC by developing and conducting mentor trainings and providing support to the state's Induction and Mentoring Coordinators.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
• Strategy: Offer the SC Mentor Training, SC Mentor Trainer Certification, and Administrator's Role in Induction and Mentoring Training • Resources: Financial resources, human resources, technology, meeting space, equipment, materials, training curricula	• Offered three different types of training sessions multiple times throughout the year • Made updates to training curricula as necessary • Due to COVID-19, CERRA and SCDE created a virtual training to accommodate district needs	• 1,840 educators completed the SC Mentor Training • 28 educators completed the SC Mentor Trainer Certification • 108 educators completed the Administrator's Role in Induction and Mentoring Training • The virtual training included a variety of materials: guidance document for districts, online training modifications, revised PowerPoints, a new webpage, trainer support document, etc.	• All training curricula continue to be updated as new information becomes available • Participants indicated that they feel prepared to effectively serve as a mentor/trainer • The virtual training allowed districts to safely prepare mentors to support beginning teachers • Anecdotal evidence indicates that the virtual training was easily implemented and modeled effective online teaching	• Database of all educators who complete the trainings • Training evaluations • Scholarly research • Feedback from I&M coordinators and online training participants
• Strategy: Provide support to induction and mentoring (I&M) coordinators in all districts • Resources: Financial resources, human resources, technology, meeting space, technology, materials	• Held meetings with I&M coordinators to discuss best practices and allow for cross-district collaboration • Shared a monthly newsletter with I&M coordinators	• Held one meeting with I&M coordinators and shared a monthly newsletter containing information relevant to supporting beginning teachers *(Due to COVID-19, CERRA was able to hold only one meeting instead of the usual two.)*	• Feedback from meeting resulted in the continued need to develop resources for mentors • CERRA and the SCDE continue to work on creating an online training for mentors who support international teachers	• Feedback from I&M coordinators • Scholarly research

• Strategy: Offer additional resources to support beginning teachers and their mentors • Resources: Financial resources, human resources, technology, materials	• Created an interactive cross-district collaboration document to allow I&M coordinators to share best practices in induction and mentoring	• The document is posted on CERRA's website where I&M coordinators can access and update information	• The document serves as a useful resource for practical application	• Feedback from I&M coordinators

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	High teacher turnover rates
Goal	Rural Recruitment Initiative (RRI): Under FY20 Proviso 1A.54 – Rural Teacher Recruiting Incentive, CERRA continued the efforts begun under the initial Rural Proviso to develop incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
• Strategy: Determine the eligible districts and appropriate teacher recruitment/retention incentives to be offered • Resources: Financial resources, human resources, technology, materials	• Identified districts eligible for FY20 incentives • Eligibility based on: teacher turnover rates reported on the five most recent District Report Cards and the district's index of taxpaying ability • Gathered input from districts and identified/finalized incentives to be included	• Identified 35 eligible districts as having an average annual teacher turnover rate of more than 11% and not one of the 15 wealthiest districts in the state • Fine-tuned and expanded the list of incentives from which districts could choose	• All but one eligible district requested funds to implement incentives • No change in FY21 eligibility criteria: districts must have an average turnover rate of more than 11% and may not be one of the 15 wealthiest districts in the state	• Request for Disbursement of Funds form submitted by eligible districts • District Report Cards • Index of tax-paying ability
• Strategy: Facilitate the process for eligible districts to request and acquire incentive funds • Resources: Financial resources, human resources, technology, materials	• Received and processed requests from eligible districts • Disbursed incentive funds to eligible districts	• Received and processed requests from 34 eligible districts • Disbursed a total of $6,818,636 to 34 districts (also includes funds expended on behalf of districts)	• Effectiveness data for FY20 will be available after the Fall 2020 Supply and Demand data are collected and analyzed • FY19 results: 36 districts were eligible to participate and all requested funds; of these districts, 28 reported improvements (23 had fewer teacher departures, 20 had fewer early-career teachers leaving, 17 had fewer vacancies, and 10 had no vacancies at the beginning of 2019-20)	• Request for Disbursement of Funds form submitted by eligible districts • Fall 2019 Supply and Demand Survey Data

EIA Programs Administered by Partnerships/Programs/Agencies

• Strategy: Communicate Proviso implementation information to stakeholders and policymakers • Resources: Financial resources, human resources, technology, meeting space, materials	• Conducted informational meeting with eligible district superintendents and personnel directors • Submitted FY20 Proviso Status Report	• Submitted FY20 Proviso Status Report to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2020	• The Report is submitted on time each year and provides sufficient evidence to meet Proviso requirements	• Feedback from eligible district superintendents and personnel directors • Proviso Status Report

EIA Programs Administered by Partnerships/Programs/Agencies

In addition to the programs described above, CERRA offers multiple services to teachers, school districts, and higher education institutions that aid in its mission. These services include:

Online Educator Employment System: Provides a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application. Also enables districts to post vacancies and search the database of applicants to fill teaching positions.
- CERRA launched a new system in July 2018
- 1,830 online applications were posted in the employment system during FY20

Teacher Expo: A statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts/entities that choose to send recruiters to the Expo.
- Held annually since 1988
- 58 SC districts/entities participated in the 2020 Expo, which was attended by 139 candidates

National Board Certification Support: CERRA provides an infrastructure of support for teachers pursuing National Board Certification® (NBC), a voluntary professional development opportunity for educators proven to have a positive impact on classroom retention. During FY20:
- More than 500 SC educators were recognized for achieving or renewing their NBC
- CERRA facilitated approximately 20 events all focused on providing support to NBC candidates
- Just over 4,900 National Board Certified Teachers (NBCTs) were employed in 82 SC school districts, special schools, and independent career and technology centers
- CERRA released a report concluding that turnover rates for SC NBCTs (3.6%) remained significantly lower than those of all teachers in the state (9%) in 2018-19

South Carolina Teacher Forum: Comprised of the current District Teachers of the Year (DTOYs) and chaired by the SC Teacher of the Year (STOY). The Forum provides formal recognition to the DTOYs and works to develop their leadership skills and encourage them to be advocates for their profession.
- The STOY serves as a Teacher-in-Residence at CERRA while leading the SC Teacher Forum and guiding the DTOYs in their continued development of leadership skills
- CERRA offers ongoing support for local forums and continues to revise an online toolkit to assist districts in starting or sustaining local forums
- Facilitated a three-day conference for DTOYs, as well as two professional development meetings

Research and Reporting: CERRA disseminates relevant education research at various times throughout the school year. Each year, CERRA:
- Conducts an Annual Educator Supply and Demand Survey that collects data from each SC public school district on teachers entering the profession, those leaving their classrooms, and vacant positions
- Produces a report in December each year that summarizes the survey data (All reports and related key data can be found here: https://www.cerra.org/supply-and-demand.html)
- Maintains a research page on its website that is dedicated to sharing information most commonly requested by stakeholders
- Conducts a unique research study each year that results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

- Insufficient enrollment among teacher education programs in SC
- The number of SC teachers leaving the classroom, particularly those early into their careers

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.

CERRA conducts annual evaluations to assess the effectiveness of its programs and services. A variety of quantitative and qualitative methods are used throughout the year to collect and analyze relevant data that ultimately lead to the overall improvement of each program and service. The information collected and analyzed includes demographic data (numbers of program participants and completers by gender and race), financial data, perceptual and factual data from program participants, rates of teachers entering and leaving the profession, etc. Data collection methods include training/conference evaluations, official documentation, pre- and post-surveys for program participants, statewide surveys, focus groups, interviews, observations, literature reviews, collection of anecdotal evidence, development and management of multiple databases, etc.

Program evaluation results are disseminated through various reports and publications at the end of each fiscal year. Some of the key findings from the most recent evaluation include:

- The ProTeam and Teacher Cadet Programs continue to grow in SC and throughout the nation. New sites are added in SC each year, and the number of students enrolled in each of these programs continues to increase.
- The Teaching Fellows Program is a highly effective recruitment and retention tool for public school educators in SC. It not only recruits outstanding students into the teaching profession, but it also keeps them in the classroom.
- Feedback from mentor training participants indicates that the training curriculum is relevant and useful and that mentors are prepared to effectively support beginning teachers. A doctoral dissertation is currently being conducted on the effectiveness of the SC Mentor Training.
- Through the Rural Recruitment Initiative, eligible districts are able to implement incentives to recruit and retain classroom teachers. Results show fewer teachers, including early-career teachers, leaving their positions and fewer vacancies in many of these districts. The number of rural districts showing improvement each year continues to rise.
- The Annual Educator Supply and Demand Survey Report continues to draw increased attention to CERRA and the need to produce, recruit, and retain educators. An emphasis on teacher departures, particularly why teachers leave the classroom, has occurred in the last several years.
- For complete documentation of evaluation results, refer to CERRA's *2019-20 Annual Report*: https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_cerra_annual_report.pdf

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' or recipients/ perceptions?

Annually, CERRA collects and analyzes data at various points throughout the year to determine the relevance and effectiveness of each program and service. Evaluation results not only help guide CERRA's recruitment and retention efforts, but often they lead to programmatic changes and ultimate improvements. One example of this process is related to the state's Teaching Fellows Program. Using a variety of data collection methods (surveys, focus groups, interviews, annual reports, current research, etc.), CERRA is able to routinely make improvements to all aspects of the program. One recent change involved the Program's diversity requirement, which states that Teaching Fellows Institutions will demonstrate a commitment to promoting an understanding of and developing a respect for diversity. When feedback from Campus Directors indicated some potential challenges with meeting this program requirement, CERRA facilitated a voluntary statewide master class for Fellows on culturally-responsive teaching.

In addition to its routine evaluation processes, CERRA conducts a unique research study each year. This research typically results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state. The topic is often chosen by CERRA, but it also can be the result of a legislative request or proviso. This year's study continued to focus on teacher departures, specifically the procedures used in districts to gather information on reasons teachers are leaving the classroom each year. A statewide survey was sent to districts in May 2019, followed by a series of follow-up telephone interviews with personnel directors that were carried out over the next year through March 2020. CERRA compiled a summary report of findings, which is available on the website's research page.

CERRA plans to continue exploring the topic of teacher departures during the 2020-21 school year, particularly the reasons teachers are leaving the classroom. In March 2020, just before COVID-19 restrictions were in place, CERRA staff conducted multiple in-person focus groups with teachers from one SC school district. This endeavor allowed CERRA to speak confidentially with teachers who were planning to resign and uncover the true reasons leading to their decisions. Because these focus groups generated such valuable information, CERRA plans to conduct similar sessions in several districts eligible to participate in the Rural Recruitment Initiative. The hope is to gather even more relevant feedback from resignations are occurring each year. The format of these focus groups will obviously be determined by any state/local pandemic ordinances still in effect.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____**X**_____ **No**

 If "Yes," please describe recommendations below:

EIA Programs Administered by Partnerships/Programs/Agencies

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

For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	12,034,117	12,034,117
General Fund[1]	52,166	52,166
Fees[2]	44,181	42,000
Other Sources:		
Revenues[3]	208,677	200,000
Collections[4]	733,000	600,000
Carry Forward from Prior Year		
Rural Recruitment Proviso (RRI)	410,489	494,961

[1]SDE allocation for National Board support

[2]District Teacher of the Year professional development materials

[3]Pre-collegiate curriculum/material sales, Mentor Training materials, and Teacher Expo registration

[4]Teaching Fellows loan defaults

EIA Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	743,464	661,964
Contractual Services	92,319	100,000
Supplies & Materials	31,435	35,172
Fixed Charges	157,191	158,000
Travel	57,970	50,000
Equipment	8,427	5,000
Employer Contributions	299,822	267,622
Allocations to Districts/Schools/Agencies/Entities	11,639,734	11,251,320
Balance Remaining	494,961[1]	
TOTAL:	**13,030,362[2]**	**12,529,078**
# FTES:	**17[3]**	**15[4]**

[1]FY20 RRI carryover funds to be disbursed to teachers for undergraduate loan forgiveness in FY21.

[2]This figure represents the FY20 allocation of $12,034,117 plus FY19 RRI carryover funds of $410,489 plus $1,080,717 utilized from the Teaching Fellows collections account minus FY20 RRI carryover funds of $494,961.

[3]Eight full-time, 12-month employees; four full-time, 10 month employees; two part-time, 12 month employees; and three part-time, 10 month employees (a small percentage of all employees' salaries were paid out of revenue and another fund source)

[4]Seven full-time, 12-month employees; four full-time, 10 month employees; two part-time, 12 month employees; and two part-time, 10 month employees (a small percentage of all employees' salaries were paid out of revenue and another fund source)

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6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____No increase requested.
_____X_____ 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 2020-21	**$12,034,117**
Amount of increase requested in EIA funding for FY 2021-22	**$1,000,000**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$13,034,117**

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 2021-22?

Request: $1,000,000 for Maintenance of Existing Programs:

CERRA is requesting an increase in funding to adequately maintain its teacher recruitment and retention programs and services. Like all state-funded programs, CERRA suffered a substantial budget cut in 2008 of approximately $1,162,000. Since that time, CERRA has gradually been able to resume full function by using revenues from out-of-state sales of the Teacher Cadet curriculum and funds collected on Teaching Fellows loans.

However, the number of sites for CERRA's ProTeam and Teacher Cadet Programs has grown significantly in the last two years, with many sites hosting more than one class section. Without a budget increase, CERRA will not be able to provide adequate support for these programs. Additionally, CERRA has now processed the backlog of Teaching Fellows loan accounts in default, and loan collection amounts have now leveled out at a much lower annual rate. As a result, collections fees may no longer be relied upon to fund Fellows awards.

The specific increase CERRA is requesting is $1,000,000. Of that amount, $50,000 will be used to maintain adequate support for the ProTeam Program and $90,000 will be used to maintain adequate support for the Teacher Cadet Program. The remaining $860,000 will be used to maintain adequate support for the Teaching Fellows Program and to expand the number of Teaching Fellows awards from 200 to 215 per year. In view of the insufficient number of students entering teacher education programs, the need to recruit young adults into the teaching profession is greater than ever. For FY21, the $1,000,000 increase was recommended by the CERRA Board of Directors and approved by the Commission on Higher Education and the Education Oversight Committee.

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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.

Rural Recruitment Initiative: Any percentage reduction required to be taken would result in a corresponding percentage reduction in the amount of funds available to disburse to eligible school districts for recruitment/retention incentives.

Teaching Fellows: Any percentage reduction required to be taken would result in a corresponding amount being utilized out of the Teaching Fellows reserve account, which consists of funds collected from repayment of Teaching Fellows loans not forgiven through service as a teacher.

Remaining CERRA Programs: Of the CERRA budget for its other programs/services and general administrative costs ($890,570), approximately $100,000 would be used for site grants to Teacher Cadet sites and College Partners. The following percentage cuts could all be addressed through a reduction in or elimination of the site grants awarded:

- 3% cut = $26,717.10
- 5% cut = $44,528.50
- 7% cut = $62,339.90
- 10% cut = $89,057.00

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.

ANNUAL REPORT
2019-20

About CERRA

The Center for Educator Recruitment, Retention, & Advancement (CERRA), formerly the South Carolina Center for Teacher Recruitment (SCCTR), is one of the oldest and most established teacher recruitment programs in the country. SCCTR was established through the Commission on Higher Education in December 1985, following passage of the Education Improvement Act, out of a concern about the teacher supply pool and the need for a centralized teacher recruitment effort. The organization changed its name in 2003 to better reflect the programs and services offered through the Center. For over 30 years, CERRA has worked to assure a strong pipeline of teachers to serve the public school students of South Carolina.

CERRA's agenda is a comprehensive one that supports a continuum of programs and services designed to recruit, retain, and advance qualified, caring, and competent teachers for the state. The Center's recruitment programs focus on middle and high school students, college students, and adults interested in changing careers. The Center's retention focus is on mentor training as well as loan forgiveness strategies. CERRA also works with groups of accomplished teachers through teacher leadership initiatives and programs such as National Board Certification®. The network of educators involved in our programs overlaps in powerful ways to increase the level of collaboration for recruitment, retention, and advancement of South Carolina educators.

Our Vision, Mission, and Strategic Goals

The CERRA Board of Directors completed a strategic planning process to guide CERRA's efforts over five years, from July 1, 2017 through June 30, 2022. As a result, the Board adopted a Vision Statement and revised CERRA's Mission Statement and Strategic Goals.

CERRA's Vision Statement: Teaching is a respected, influential profession, and every student in South Carolina is served by effective educators.

CERRA's Mission Statement: Recruiting, Retaining, and Advancing South Carolina Educators

CERRA's Strategic Goals:

1) Recruitment: Teacher supply needs of SC public school districts are met.
2) Retention: Every SC public school district implements a quality induction program, and teachers continue teaching in a SC public school classroom for at least five years.
3) Advancement: Every teacher has multiple opportunities to develop as a teacher leader and is utilized as such.

From the Executive Director, Jane Turner

The 2019-20 academic year was a unique and challenging year for CERRA, as was the case for the public education community as a whole. In many ways, the year started out on a very positive note for teacher retention and recruitment efforts in our state, but early spring 2020 brought almost unimaginable changes and uncertainties requiring that we all regroup, rethink, and respond in new ways.

In the fall of 2019, a significant budget increase for CERRA had been approved by the CERRA Board of Directors, the Commission on Higher Education, and the Education Oversight Committee. The increase would have enabled CERRA to increase the number of Teaching Fellows awards each year from 200 to 250. It also would have allowed us to strengthen our programs and services, particularly in the recruitment area. Due to the COVID-19 pandemic, however, the completion of the state legislative budget process had to be delayed until the fall of 2020, leaving CERRA with uncertainties about the likelihood of the increase being approved and potential budget cuts.

On a positive note, CERRA's Fall 2019 Supply and Demand Survey Report revealed that enrollment in South Carolina's teacher education programs increased for the first time since 2014. Additionally, districts reported fewer teacher departures and teaching position vacancies. While the numbers indicate only small changes, this undoubtedly is a positive shift in the data.

With regard to the Teacher Loan Program (TLP), the Commission on Higher Education (CHE) continued working to implement the recommendations of the TLP Advisory Committee. These recommendations included an increase in the loan amount, greater loan forgiveness options, and revised eligibility criteria. For FY20, the loan amount for juniors, seniors, and graduate students was increased from $5,000 to $7,500 per year. During FY20, CHE approved revisions to the TLP regulations that would change the loan eligibility requirements to make the loan program available to a broader population of students. The regulation changes have not yet been taken up by the legislature.

When school closures and other restrictions were put in place across the state in mid-March 2020, CERRA staff began working remotely from home. Starting June 1, 2020, twelve-month staffers who are based out of the Winthrop University office returned to work in that office, with the safety restrictions required by Winthrop. Throughout this period, it has been necessary to shift most of CERRA's meetings, conferences, and activities to a virtual format. The challenges we have faced through the pandemic crisis will continue as we move forward into the 2020-21 school year. Thank you to the CERRA staff for their resilience and perseverance!

ProTeam Program

Overview
ProTeam is a middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option. It specifically targets males and minority students in the top 40% of their class. To be accepted into a ProTeam class, students must obtain recommendations from three teachers and demonstrate potential for successful completion of high school and college.

History
The ProTeam Program was developed by CERRA and introduced to middle schools across the state in 1990. After waves of growth and recession, the Program gained momentum after the 2005 passage of the Education and Economic Development Act (EEDA). *DreamQuest*, the ProTeam curriculum, was revised in 2014 and is currently in its 8th edition. Revisions for the 9th edition began in March 2020, but were put on hold due to COVID-19 restrictions. The curriculum, which has been implemented in schools in seven other states, meshes with the EEDA requirement that all SC students be exposed to identified career clusters. Additionally, the standards outlined in the curriculum match the improvement framework of *Making Middle Grades Work*, an initiative of the Southern Regional Education Board. Since its inception in 1990, the Program has served more than 22,000 SC students.

Effectiveness
During 2019-20, 1,571 SC students completed the ProTeam Program. This number rose slightly from last year and has grown by nearly 950 students since 2014-15. The number of ProTeam sites also has increased during this time, doubling in size from 22 to 45 sites statewide. Thirty-seven percent of the 2019-20 students are non-white and 41% are male. Twenty-two of the 45 sites offered more than one class, resulting in 85 ProTeam classes. Fifteen of the 45 sites are located in a district identified as having excessive teacher turnover rates under the FY20 Rural Recruitment Initiative (RRI) Proviso.

Seven new sites and one re-established site have been added for 2020-21; of these schools, three are located in a district identified as having excessive teacher turnover rates under the FY21 RRI Proviso. CERRA's marketing efforts continue to focus on rural, underserved schools, and CERRA continues to analyze data to determine the long-term effectiveness of the ProTeam Program in attracting males and minorities into the education profession.

ProTeam Sites in 2019-20
Alcorn Middle (Richland 1), Alice Drive Middle (Sumter), Bates Middle (Sumter), Belton Middle (Anderson 2), Carvers Bay Middle (Georgetown), Chapin Middle (Lexington-Richland 5), Charleston Charter School for Math & Science (Charleston), Clinton Middle (Laurens 56), Dillon Christian School, Dutch Fork Middle (Lexington-Richland 5), Ebenezer Middle (Sumter), Elloree Middle (Orangeburg), Fairfield Middle (Fairfield), Gilbert Middle (Lexington 1), Gregg Middle (Dorchester 2), Guinyard-Butler Middle (Barnwell 45), H.E. McCracken Middle (Beaufort), Honea-Path Middle (Anderson 2), Horse Creek Academy (Aiken), Hughes Academy of Science & Technology (Greenville), Irmo Middle (Lexington-Richland 5), Jackson Middle (Aiken), Jerry Zucker Middle (Charleston), Kelly Mill Middle (Richland 2), Langley-Bath-Clearwater Middle (Aiken), Latta Middle (Dillon 3), Laurens Middle (Laurens 55), Lewisville Middle (Chester), Loris Middle (Horry), Merriwether Middle (Edgefield), North District Middle (Hampton 1), Ocean Bay Middle (Horry), Palmetto Middle (Anderson 1), Paul Knox Middle (Aiken), Pelion Middle (Lexington 1), Pleasant Hill Middle (Lexington 1), R.E. Davis College Preparatory Academy (Sumter), South Middle (Lancaster), St. George Middle (Dorchester 4), Starr-Iva Middle (Anderson 3), Tanglewood Middle (Greenville), Ten Oaks Middle (Horry), Thomas C. Cario Middle (Charleston), Williston-Elko Middle (Barnwell 29), and Wren Middle (Anderson 1)

Teacher Cadet Program

Overview

The Teacher Cadet Program encourages high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. A secondary goal is to develop future community leaders who will become civic advocates for public education. Participating schools are supported by a local teacher preparation institution, known as a College Partner, which provides an on-campus College Day, guest speakers, and other resources and experiences. Cadets earn transferable college credit hours upon successful completion of the course.

History

In 1975, a teacher at Conway High School began working with students who had an interest in teaching. She and two fellow teachers later applied for a grant to expand their informal effort into a course available to outstanding students. Although the grant proposal was not funded, Winthrop University's then-dean of the College of Education established a task force to further explore the idea. Through this work, SCCTR was founded and four high schools agreed to serve as Teacher Cadet pilot sites during the 1985-86 school year. By May 1986, 24 additional high schools had agreed to begin the Program. In its 35-year history, the Teacher Cadet Program has served more than 74,500 SC students.

The Teacher Cadet Program now offers students two courses: Teacher Cadet-Experiencing Education and Teacher Cadet-Educational Psychology. After completing Experiencing Education, students may choose to enroll in Educational Psychology, a follow-up course within the Program. Each course has its own curriculum. *Experiencing Education* is in its 11th Edition and is updated every five years by a revision team consisting primarily of SC Teacher Cadet instructors. To date, schools in 40 other states have implemented the curriculum. *Educational Psychology* is in its 1st edition as 2019-20 was the first year the course was offered to Teacher Cadet students.

Teacher Cadet instructors and the 22 College Partners have access to the Interactive Technology Hub. It provides users with access to information and resources such as demonstration lessons, "how to" educational videos, efficacy data, current education research and trends, and technology that allows for communication and collaboration among students and teachers across the United States.

The Teacher Cadet National Honor Society inducted its fourth cohort of 47 members in March 2020, bringing the membership total to 348 students. Founded in 2016, this honor society recognizes the accomplishments of Cadets across SC, particularly their scholarship, character, leadership, and service. Membership selection and invitations for acceptance are conducted by a statewide teacher committee.

Effectiveness

During 2019-20, 2,998 SC students completed the Experiencing Education course and 182 students completed the Educational Psychology course. Ninety-two of these students completed both courses during this time. Twenty-two percent of Cadets are male and 33.5% are non-white students. The Program was offered in 75 of 79 traditional SC public school districts and both public charter school districts. Additionally, the Program was offered in three private schools for a total of 191 sites during the 2019-20 school year. Of these sites, 46 are located in a district identified as having excessive teacher turnover rates under the FY20 Rural Rural Recruitment Initiative (RRI) Proviso. Four new sites and four re-established sites have been added for 2020-21. Overall, the Teacher Cadet Program has grown steadily since 2012-13, increasing by about 30 sites statewide and just over 600 students.

Additional effectiveness data are typically collected from Teacher Cadet students through end-of-course surveys. However, due to COVID-19 school closures in March 2020, most students were not able to submit a survey and, therefore, much of the annual data normally reported are not available this year.

Teacher Cadet College Partners and Affiliated High Schools

Anderson University
Crescent
Easley
Hillcrest
Liberty
Mauldin
Palmetto^
Pendleton
Powdersville^
Seneca
T.L. Hanna
Walhalla
West Oak
Westside
Woodmont
Wren

Charleston Southern University
Ashley Ridge^*
Berkeley^
Cane Bay^
Cross
Fort Dorchester
Goose Creek
Hanahan
North Charleston
Philip Simmons
Pinewood Prep
R.B. Stall
Stratford
Summerville
Timberland
Woodland^

Claflin University
Calhoun County
Cope Area Career Center
Lake Marion

Clemson University
D.W. Daniel^
Greenville Technical Charter
J.L. Mann
Southside

Coastal Carolina University
Academy for the Arts, Science, & Technology^
Andrews
Aynor
Carolina Forest
Carvers Bay
Conway^
Georgetown
Green Sea Floyds
Johnsonville
Loris
Myrtle Beach^
North Myrtle Beach Christian School
North Myrtle Beach^
Saint James
Socastee^
Waccamaw

Coker College
Lake View
Lee County Career & Technology Center

College of Charleston
Academic Magnet
Burke
Early College
Garrett Academy of Technology
Wando
West Ashley

Columbia College
Camden
Columbia
North Central
Pelion
River Bluff^
White Knoll

Erskine College
Belton-Honea Path^*
Dixie

Francis Marion University
C.E. Murray
Crestwood
Darlington
Dillon Christian School
Dillon
East Clarendon
Hannah-Pamplico
Hartsville
Kingstree
Lakewood
Lamar
Latta
Marion
Marlboro County
Mayo High School for Math, Science, & Technology
McBee
Mullins
Scott's Branch
South Florence
Sumter
Timmonsville
West Florence
Wilson

Lander University
Abbeville
Calhoun Falls Charter
G. Frank Russell Technology Center
Ninety Six
Ware Shoals

Limestone College
Blacksburg
Gaffney

Newberry College
Eau Claire
Lugoff-Elgin
Mid-Carolina
Newberry
W.J. Keenan

North Greenville University
Berea
Blue Ridge^
Eastside
Greer Middle College Charter
Pickens^
Riverside
Travelers Rest
Wade Hampton (Greenville)

Presbyterian College
Clinton
Greenville
Greer^
Laurens District 55
NEXT

The Citadel
Berkeley*
Blacksburg*
Cane Bay*
Gaffney*
James F. Byrnes*
James Island Charter^*
Marlboro County*
Palmetto Scholars Academy
Spring Valley*
Stratford*
Summerville*
Wando*

USC Aiken
Aiken
Fox Creek*
Gilbert*
Midland Valley^
North Augusta
Ridge Spring-Monetta
Saluda
Silver Bluff
South Aiken
Strom Thurmond
Wagener-Salley
Williston-Elko

USC Beaufort
Battery Creek
Beaufort
Bluffton^
Hilton Head Island^
May River^*
Ridgeland-Hardeeville
Royal Live Oaks Academy
Whale Branch Early College

USC Columbia
A.C. Flora
Airport
Blythewood^
Brookland-Cayce
Chapin
Dreher
Dutch Fork^
Gilbert^
Gray Collegiate Academy
Irmo
Lexington^
Lower Richland
Richland Northeast
Ridge View
Spring Hill
Spring Valley^
Swansea
Westwood

USC Salkehatchie
Allendale-Fairfax
Bamberg-Ehrhardt
Barnwell
Blackville-Hilda
Colleton County
Denmark-Olar
Estill
Wade Hampton

USC Upstate
Boiling Springs
Broome
Chapman
Chesnee
Dorman
James F. Byrnes
Spartanburg

Winthrop University
Andrew Jackson
Buford
Central
Cheraw
Chester
Chesterfield
Clover^
Fairfield Central^
Fort Mill^
Great Falls
Indian Land
Lancaster
Lewisville^
Nation Ford^
Northwestern
Rock Hill^
Union County
York Comprehensive
York Preparatory Academy

^Offers more than one section of Experiencing Education
*Offers an Educational Psychology course

Teaching Fellows Program

Overview
The Teaching Fellows Program is designed to recruit academically talented high school seniors into the teaching profession and to help them develop leadership qualities. Fellows receive a forgivable loan totaling up to $24,000 over four years, while they attend an approved Teaching Fellows Institution (TFI). Each TFI has a unique program that provides professional development opportunities above and beyond its regular teacher education program. Critical to the success of each TFI's program is the Campus Director. This institution-appointed individual is responsible for recruiting potential Fellows to the TFI, monitoring student progress, and facilitating student seminars and enrichment experiences.

The selection process for Teaching Fellows is rigorous and occurs in two phases throughout the academic year. The first phase consists of an online application that focuses on academic achievement, school and community involvement, employment history, and leadership potential. Students also must submit contact information for two individuals who will serve as references. Students who are invited to the second phase of the identification process, the regional screening, will: be interviewed by a panel of three educators, prepare and deliver a short presentation on an assigned topic, and write an essay in response to a prompt.

Students who complete the Program must teach in a SC public school one year for each year they receive funding in order to qualify for loan forgiveness. These students are required to submit documentation to CERRA confirming their employment in a SC public school district each year until the loan is satisfied. Students who do not complete the Program or do not teach in a SC public school for the required number of years must repay the funds they received, plus interest.

History
The Teaching Fellows Program, established in 1999 by the SC General Assembly to attract more students into the teaching profession, provides fellowships for those who are working toward a degree leading to initial teacher certification. Twelve institutions of higher education hosted a Teaching Fellows program during the 2019-20 academic year. Clemson University will accepted its first cohort of Teaching Fellows in fall 2020, adding to the list of approved institutions.

Effectiveness
Seventy-eight percent (2,131) of Teaching Fellows from the 2000-2015 cohorts have graduated from a TFI and successfully completed the Program. Of these graduates, 71% (1,510) were employed in 70 of 79 traditional SC public school districts, both public charter school districts, and the Department of Juvenile Justice during the 2019-20 academic year. A total of 92.5% (1,971) Fellows graduates have either satisfied their loan or are currently teaching for loan forgiveness in a SC public school. Specifically, 58% (1,228) of graduates have satisfied their loan through teaching service; 8% (179) have satisfied their loan through repayment or a combination of repayment plus some teaching service; and 26.5% (564) are currently teaching for loan forgiveness in a SC public school. Of the Teaching Fellows who are loan-satisfied through teaching service, 76% (932) are still employed in a SC public school/district.

Site evaluations are conducted at each TFI on a five-year cycle with mid-cycle audits occurring every two and a half years. The evaluations assess a TFI's ability to meet CERRA's requirements and provide data to drive improvements in the overall quality of the statewide Teaching Fellows Program. In spring 2018, the evaluation process was revised based on consistent feedback from students and evaluation team members. Anderson University was the first TFI to be evaluated using the updated process. As intended, this evaluation took place on campus in November 2019. The next evaluation under the new system was scheduled for Francis Marion University in spring 2020. Rather than postponing the evaluation in response to COVID-19 restrictions, it was conducted virtually in April 2020.

Teaching Fellows Institutions

Notes:

- Newberry College and Columbia College are no longer accepting new students into their Teaching Fellows program.

- Clemson University will accept its first cohort of Teaching Fellows in fall 2020.

Induction and Mentoring

Overview

In SC, educators who wish to serve as mentors to beginning teachers must complete the two-day SC Mentor Training. This training can be hosted by CERRA, an individual school district, or other educational entities. Additionally, CERRA conducts the SC Mentor Trainer Certification for already-trained mentors who are interested in facilitating mentor trainings in their schools and districts. Knowing the importance of school-level administrative support, CERRA also offers The Administrator's Role in Induction and Mentoring Training. This training addresses the various and necessary roles of administrators in their support of mentors and beginning teachers.

History

In 2006, the State Board of Education adopted State Induction and Mentoring Guidelines and charged CERRA and the SC Department of Education (SCDE) to develop and provide mentor training for experienced teachers and administrators in the public school districts. As a result, a three-day Initial Mentor Training was developed and offered in the state. Nearly ten years later, the training was completely redesigned to better meet the needs of SC mentors and beginning teachers.

The SC Mentor Training, now a two-day training, was first offered to educators in September 2015. In addition, the SC Mentor Trainer Certification was developed and offered in December 2015. CERRA then created a two-hour training for school-level administrators that was first held in February 2018. Updates continue to be made to all training curricula as new information becomes available. During the 2020-21 academic year, CERRA will focus on making revisions to the administrator training. Specifically, feedback gathered from multiple teacher focus groups will be incorporated into the training to reemphasize the importance of principal-teacher relationships and their impact on staff retention.

CERRA, in collaboration with the SCDE, holds two meetings per year with district induction and mentoring coordinators to provide any necessary updates and to allow for cross-district collaboration. Due to COVID-19 restrictions, however, a spring meeting was not planned. CERRA also shares a monthly newsletter with coordinators that contains upcoming training dates, general reminders, and any information relevant to supporting beginning teachers.

Effectiveness

A total of 1,840 educators completed the SC Mentor Training between July 1, 2019 and June 30, 2020. During this time, 28 educators completed the SC Mentor Trainer Certification and 108 educators completed the Administrator's Role in Induction and Mentoring Training. Due to COVID-19 restrictions beginning in March 2020, in-person training sessions could no longer be held, therefore reducing the number of training completers during the 2019-20 academic year.

In an effort to further assess the effectiveness of the SC Mentor Training, a thematic analysis of more than 600 evaluation forms was conducted in August 2019. The forms were submitted by educators who completed a CERRA-hosted training session between March 2016 and July 2019. Based on results from the analysis, CERRA developed a plan to update the training curriculum in spring 2020. However, because of the pandemic, CERRA's priority was to instead create a virtual training to accommodate district needs. This training allowed districts to safely prepare mentors to support beginning teachers.

CERRA held one meeting for induction and mentoring coordinators during the 2019-20 academic year. Topics addressed included the SCDE's data management system (SCLead), recognition for mentors and first-year teachers, and mentor training evaluations. Coordinators also submitted questions deemed relevant to the group, and subsequently engaged in collaborative discussions around each question. Fifty-four stakeholders attended the meeting.

Teacher Forum

Overview
The SC Teacher Forum gives recognition to the State (STOY) and District (DTOY) Teachers of the Year and works to develop their leadership skills, provide them a voice in the education policy decision-making process, and encourage them to advocate for their profession. SC school districts are asked to contribute a nominal fee to support membership of their DTOY in the SC Teacher Forum. The STOY, who serves as a Teacher-In-Residence at CERRA, leads the SC Teacher Forum and guides the DTOYs in their continued development of leadership skills.

History
CERRA established the SC Teacher Forum in 1986, and it has since become a model for the National Teacher Forum. The SC Teacher Forum is structured in a way that can be replicated on the local level by DTOYs. Among other activities, local Teacher Forums provide scholarships to prospective teachers, communicate with legislative delegations, and sponsor teacher recognition and professional development activities. The SC Teacher Forum Conference and two SC Teacher Forum Professional Development Meetings are held annually for the DTOYs. Each year, the SC Teacher Forum focuses on teacher leadership attributes and skills, advocacy, and knowledge of salient educational issues.

In addition to annual meetings and conferences, CERRA provides ongoing support for local forums. Assistance is available for developing or revising a forum's constitution and by-laws, strategic planning, facilitation of professional development activities, and keynotes or presentations. CERRA also offers a virtual book study for DTOYs and continues to revise an online toolkit with resources to assist districts in starting or sustaining teacher forums.

Effectiveness
The annual conference was held over three days in November 2019. It included speeches by the 2020 STOY Chanda Jefferson and State Superintendent of Education Molly Spearman. Leadership opportunities were provided for the Veteran STOYs, the 2019-20 Honor Roll Teachers (finalists for STOY), and other teacher leaders as these individuals were tasked with creating presentations that address the goals of the SC Teacher Forum.

The conference also introduced the DTOYs to the Teacher Leadership Competencies, which offer a continuum of teacher leadership attributes that can foster the advancement of student learning and the teaching profession. DTOYs are encouraged to use the competencies to reflect and set personal goals. The conference also offered sessions on advocacy, district teacher forums, and other relevant topics.

A professional development meeting was held in March 2020. Presentations made during the meeting focused on topics such as teacher recruitment and retention, state legislation and the U.S. Census, and developing advocacy platforms. The second professional development meeting was held virtually in June 2020 due to COVID-19 restrictions. Invited guests included the 2019 National Teacher of the Year, Rodney Robinson, and a representative from the SC Education Oversight Committee. DTOYs learned more about chairing district teacher forums, leading through a pandemic, and celebrating diversity.

Rural Recruitment Initiative

Overview
Under FY20 Proviso 1A.54 — Rural Teacher Recruiting Incentive, CERRA was charged with the responsibility to continue the efforts begun under the initial Rural Proviso, FY16 Proviso 1A.73. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive turnover of teachers. Districts eligible to participate during FY20 met two criteria: 1) an average teacher turnover rate greater than 11%, as reported on the district's five most recent Report Cards and 2) not identified as one of the top 15 wealthiest districts in the state, based on the index of taxpaying ability. Thirty-five districts were determined to be eligible to request incentive funds.

History
Under the FY16 Rural Proviso, and in collaboration with the Governor's Office, the SC Department of Education, the Education Oversight Committee, and rural district representatives, CERRA developed a list of recommended recruitment and retention incentives. For subsequent years, these incentives were fine-tuned and expanded, to include additional incentives specifically delineated in the FY20 Proviso. Incentives included alternative certification fees; critical subject salary supplements; mentor supplements; graduate coursework and professional development costs; undergraduate loan forgiveness; and others. As required by the Proviso, an FY20 Proviso Status Report was submitted to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2020.

The legislature appropriated $1,500,000 for implementation of the FY16 Rural Proviso and $9,748,392 annually for the FY17, FY18, and FY19 Provisos. For the FY20 Proviso, the same amount was appropriated, but $2,150,000 was diverted to programs at the University of South Carolina and State University leaving $7,598,392 for Rural Recruitment Incentive funds. The Proviso authorizes funds to be carried forward from the prior fiscal year.

Effectiveness
Of the 35 eligible districts, all but one requested funds during FY20. A total of $6,818,636 was disbursed to these districts and/or expended on the districts' behalf. An additional $478,228 in loan forgiveness funds was disbursed directly to teachers. Effectiveness data for incentives used in the 35 districts in FY20 will not be available until after the Supply and Demand Survey data are collected and analyzed for the 2020-21 school year; however, results from FY19 are available through survey data obtained from districts at the beginning of the 2019-20 school year. During FY19, 36 districts were eligible to participate in the rural initiative and all requested Proviso funds to implement recruitment and/or retention incentives. Of the 36 districts that requested funds, 28 reported some improvements after using the incentives to implement various recruitment and/or retention strategies.

Specifically, 23 districts experienced fewer teacher departures overall and 17 districts had fewer first-year teachers leaving their position. In addition, 20 districts reported a smaller number of departures among early-career teachers with two to five years of experience. Seventeen districts indicated fewer teaching positions still vacant at the beginning of the 2019-20 school year, and ten districts reported no vacancies during this time. Finally, 12 districts had fewer teacher departures and vacancies this year, whereas only five districts were identified as such last year.

Eligible Districts in FY20
Allendale, Anderson 3, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Chester, Clarendon 1, Clarendon 2, Colleton, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Greenwood 51, Hampton 1, Hampton 2, Jasper, Laurens 55, Lee, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg, Saluda, Sumter, Williamsburg

CERRA Services

Overview

In addtion to the programs already reviewed in this report, CERRA offers a number of services to school districts and higher education institutions that aid in its mission of recruting, retaining, and advancing South Carolina educators. Among others, these services include the Online Educator Employment System, Teacher Expo, National Board Support, and Research.

Online Educator Employment System

The Online Educator Employment System provides a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application that can be submitted to these locations. The system also enables school districts/entities to post vacancies and search the database of applicants to fill teaching positions. Using feedback from SC district personnel administrators, CERRA launched a new, more intuitive system in July 2018. A total of 1,830 online applications were posted in the employment system from July 1, 2019 through June 30, 2020.

Teacher Expo

The Teacher Expo is a statewide teacher recruitment fair designed to facilitate connections between job seekers and the SC public school districts/entities that choose to send recruiters to the Expo. While at the Expo, recruiters have the opportunity to provide information to prospective employees, conduct interviews, and in some cases, offer employment contracts. The first Teacher Expo was held in 1988 and has been hosted annually since that time. Fifty-eight SC public school districts/entities participated in the 2020 Expo, which was held in February and attended by 139 candidates.

National Board Support

National Board Certification® (NBC), is a voluntary professional development opportunity available through the National Board for Professional Teaching Standards™ (NBPTS). The initial NBC process requires educators to successfully complete four components containing evidence of accomplished practice. Once certified, National Board Certified Teachers (NBCTs) may complete the NBPTS Renewal® process in order to maintain this certification. CERRA recognizes NBC as an effective professional growth experience, a teacher leadership opportunity, and a retention tool.

CERRA provides an infrastructure of support around awareness for NBC, the processes involved, and the retention of candidates. The infrastructure includes: NBC liaisons in school districts and special schools; NBC support through awareness sessions, virtual and in-person workshops, and an annual conference; and a toolkit to aid districts in providing uniform assistance to candidates. CERRA also offers guidance to the SC National Board Network (SCNBN), a membership organization that was created by a small group of NBCTs during the 2013-14 academic year. The SCNBN holds an annual Hill Day where NBCTs are recognized by the SC General Assembly and provided opportunities to speak with legislators.

During the 2019-20 academic year, more than 500 educators were recognized for achieving or renewing their NBC. In this same time period, CERRA facilitated approximately 20 events all focused on providing support to NBC candidates in the state. According to NBPTS, SC ranks fourth in the nation in the total number of NBCTs. Just over 4,900 NBCTs were employed in 82 SC school districts, special schools, and independent career and technology education centers in 2019-20.

In spring 2020, CERRA released a one-page report comparing turnover rates of all SC teachers and those of NBCTs in the state. The report, which was a follow-up to the original 2018 report, concluded that turnover rates of SC NBCTs remained significantly lower than those of all teachers in the state. For the 2018-19 school year, turnover for all SC teachers was 9% and only 3.6% for NBCTs in the state. These data provide evidence that confirm NBC's positive impact on teacher retention in South Carolina.

CERRA Services (continued)

Research

CERRA disseminates relevant education research at various times throughout the school year. Since 2001, CERRA has conducted an Annual Educator Supply and Demand Survey that collects data from each SC public school district. The survey, which is administered to district personnel directors at the beginning of each school year, is designed to gather information on teachers entering the profession, those leaving their classrooms, and vacant positions. Once responses are submitted, the data are analyzed and summarized in a comprehensive statewide report that is available in December each year.

Additionally, CERRA conducts a unique research study each year that results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state. This year's study continued to focus on teacher departures, specifically the procedures used in districts to gather information on reasons teachers are leaving the classroom each year. A statewide survey was sent to districts in May 2019, followed by a series of follow-up telephone interviews with personnel directors that were carried out over the next year through March 2020. CERRA compiled a summary report of findings, which is available on the website.

CERRA plans to continue exploring the topic of teacher departures during the 2020-21 school year, particularly the reasons teachers are leaving the classroom. In March 2020, just before COVID-19 restrictions were in place, CERRA staff conducted multiple in-person focus groups with teachers from one SC school district. This endeavor allowed CERRA to speak confidentially with teachers who were planning to resign and uncover the true reasons leading to their decisions. Because these focus groups generated such valuable information, CERRA plans to conduct similar sessions in several districts eligible to participate in the Rural Recruitment Initiative. The hope is to gather even more relevant feedback from teachers so as to better understand why so many resignations are occurring each year. The format of these focus groups will obviously be determined by any state/local pandemic ordinances still in effect.

2019 - 2020 Funds[1] Expended

Budget Categories	Expenditures
Salaries & Fringes	**$1,007,066**
Travel	**$60,248**
Office Support/Printing	**$72,139**
Board of Directors	**$793**
ProTeam	**$9,470**
Teacher Cadet	**$73,450**
Teaching Fellows	**$4,292,043**
Teacher Expo	**$1,232**
National Board Certification	**$47,385**
Teacher Forum	**$41,750**
Induction and Mentoring	**$26,791**
Rural Recruitment	**$7,513,919**
TOTAL	**$13,146,286**

[1]Funding sources include Education Improvement Act, Rural Recruitment Proviso, SC Department of Education, Teaching Fellows loan collections, and revenues and fees.

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SOUTH CAROLINA ANNUAL EDUCATOR SUPPLY & DEMAND REPORT
(2019-20 School Year)

DECEMBER 2019

CERRA
Center for Educator Recruitment,
Retention, & Advancement

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Data Tables for the 2019-20 School Year:

Executive Summary

At the beginning of each school year, the Center for Educator Recruitment, Retention, and Advancement (CERRA) administers the South Carolina (SC) Annual Educator Supply and Demand Survey to collect information on rates of public school teachers entering the profession, those leaving their classrooms or the profession altogether, and the number of teaching positions still vacant after the school year begins. A total of 82 SC public school districts and centers submitted a survey for the 2019-20 school year: 77 traditional school districts, one charter school district, and four independent career and technology education (CATE) centers. A thorough analysis of all survey data was conducted to generate the results found in this report. Below are key findings for the 2019-20 school year:

- Districts reported fewer teacher departures, new hires, and vacant teaching positions.

- 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year; this is a 9% decrease compared to the number of teachers who left during or at the end of the 2017-18 school year. Significantly fewer retirements help explain this reduction.

- Why teachers leave: 40% of teachers who left did so for "personal/family" reasons as reported by districts; 28% of departures were recorded as "reason not given by teacher" or "district does not collect this information."

- Where teachers go: 25% of teachers who left reportedly went to teach in another SC public school district; 6.5% left to teach in another state or country; and 5% left to work in or pursue another career field.

- 36% of all teachers who left had five or fewer years of experience in a SC public school classroom, and 13% had only one year (or less) of SC teaching experience. The percentages reported last year were 35% and 13%, respectively.

- 28% of first-year teachers hired for 2018-19 did not return to the same position in 2019-20. Most of them left for "personal/family" reasons as reported by districts. This percentage is down from 34% last year.

- The number of SC students who graduated with a Bachelor's degree and teacher certification eligibility during 2018-19 (1,752) is up by 79 graduates from the previous academic year (1,673). This is the first annual increase since 2013-14.

- The proportion of newly hired teachers who are recent graduates of an in-state teacher education program has been steady at 23-24% the past two years, increasing from 21% in 2017-18. This group made up nearly one-third of new hires in 2013-14.

- International visiting teachers accounted for 5% of all new hires. In 2015-16, a total of 430 international teachers worked in SC public schools; this number rose to 1,018 in 2018-19.

- Districts reported 555.5 vacant teaching positions, an 11% decrease compared to vacancies reported last year. These vacancies are in addition to the 6,709 vacancies already filled by newly hired teachers prior to the beginning of the current school year.

- 36 SC districts were eligible to participate in the state's FY19 Rural Recruitment Initiative; 28 of these districts reported staffing improvements, with fewer teachers leaving and/or fewer vacant teaching positions.

I.   Introduction

Since 2001, CERRA has administered the SC Annual Educator Supply and Demand Survey to all public school districts in the state. The number of districts has changed over the years with several consolidations and the addition of two charter school districts. Currently, there are 79 traditional public school districts and two public charter school districts in South Carolina. Data from 77 traditional districts are included in this report, leaving two districts that did not submit a survey this year. One charter school district, the Charter Institute at Erskine, also completed a survey. In addition to these districts, CERRA identified eight CATE centers that serve multiple districts and/or function independently from the district in which the center resides. While most CATE centers in the state operate within a school district and their information is already accounted for in district surveys, that is not the case with these eight centers. Four of the centers completed a separate survey, bringing the total number of respondents to 82 for the 2019-20 school year.

The main purpose of this survey is to collect data on SC public school teachers entering the profession, those leaving their classrooms, and the number of positions still vacant at the beginning of each school year. Similar data also are obtained related to school- and district-level administrators. Once responses are submitted, the data are analyzed and summarized in a comprehensive statewide report. Data from the report are used to inform numerous legislative, regulatory, and policy decisions regarding teacher recruitment and retention in South Carolina. CERRA would like to thank the district representatives who complete this survey each year. Their collaboration enables the completion of this important process.

Note: When completing the survey, districts are asked to report positions in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

II.   Teaching Positions Allocated for the 2019-20 School Year

South Carolina school districts[1] reported just over 53,000 full-time and part-time certified teaching positions (in FTEs) allocated for the 2019-20 school year. Compared to 2018-19 data, this is a very small increase of less than 1%. Minimal increases occurred among most subjects and certification areas, while only a few areas, such as CATE, gifted and talented, and speech language pathology, had a slight decrease in the number of teaching positions.

Although the actual number of allocated positions may fluctuate each year, the ratios across school levels and subject areas remain constant. Positions in primary/elementary schools consistently account for half of all certified teaching positions in the state. Middle level and secondary positions annually make up around 22% and 28% of the total, respectively.

In addition, teachers with early childhood/elementary[2] certification routinely represent about one-third of all positions in the state. The second largest group is special education, with 10% of all teaching positions falling into this category. English/language arts (7%), mathematics (7%), social studies (6%), and sciences (6%) collectively account for approximately one-quarter of all teaching positions in the state. Another 11% of positions are allocated for guidance, physical education, and music at all school levels.

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[1]When the term "districts" is used, this refers to all districts and CATE centers that submitted a survey for the 2019-20 school year.

[2]Early childhood and elementary certification areas are not separated due to the overlap in grade spans for the two areas. Teachers may hold both certifications, and it is difficult for districts to distinguish between the two certifications when completing this survey.

III. Teachers Who Left Their Position During/At the End of the 2018-19 School Year

Districts often report that teachers leave their positions to teach in another SC district. While teachers do move from one district to another, this is typically not the actual reason for the departure. In an attempt to further disaggregate the data and begin to better understand why teachers are leaving, the departure question was modified in the 2019-20 Supply and Demand Survey. It was split into two separate questions to determine: 1) why teachers leave and 2) where they go after they leave. Because of this new format, data comparisons will look slightly different from those found in prior reports.

The number of SC teacher departures declined this year by more than 9% or 689.5 FTEs. A total of 6,650 teachers (in FTEs) left their position during or at the end of the 2018-19 school year. This figure was 7,340 last year, the largest it has been since the Supply and Demand Survey was first administered to districts in 2001. A significant decrease in the number of retirements explains the majority of this reduction. Of the teachers who left in 2018-19, 18% retired; of those who left in 2017-18, 26% retired. It is likely that the June 2018 conclusion of the Teacher and Employee Retention Incentive (TERI) program led to the considerable increase in retirements that occurred throughout the 2017-18 school year.

Another interesting difference in the data this year is the increase in teachers leaving for "personal/family" reasons, such as staying home with children, caring for parents, moving out of the area, and taking a teaching job closer to home. This particular category made up 40% of teachers who left during or at the end of the 2018-19 school year and only 17% from the previous year. Dividing the departure question into two sections is likely the reason for such a variation in responses. Many districts use resignation letters and exit surveys to determine reasons for departures, relying on teachers to provide this information. Some teachers are candid with their feedback, while others may feel reluctant to provide honest responses. They often indicate their departure is due to personal reasons when, in fact, the reasons may be more related to job dissatisfaction.

In the 2018-19 survey, district representatives wrote in departure reasons such as "unknown" or "no reason given" when appropriate. In the 2019-20 survey, "reason not given by teacher" was presented as its own category, along with "district does not collect this information." These two categories combined contained 28% of all teacher departures reported this year and only about 7% last year. Districts did not have the opportunity to select "teaching position in another SC district" as a reason for leaving, and, therefore, had to choose another option. In many cases, when a teacher does not provide a reason for leaving or there are no protocols in place to collect the information, districts are often still able to indicate if an employee went to teach in another SC school district or even another state.

One-quarter of teachers who left their position during or at the end of the 2018-19 school year, regardless of any reasons given, reportedly went to teach in another SC public school district, charter school, or special school. Comparatively, this group made up 27% of all teacher departures from the 2017-18 school year. Although districts reported that fewer overall departures occurred in 2018-19 compared to the previous school year, the number of teachers (in FTEs) who went to teach in another state or country increased from 281 (3.8%) to 433.5 (6.5%) during that time. For both school years, around 5% of teachers who left chose to work in or pursue another career field.

For each departure reported, districts were asked to specify the total number of years spent teaching in any South Carolina district. Thirty-six percent of the teachers who left during or at the end of 2018-19 had five or fewer years of experience in a SC public school classroom. This percentage was about the same for departures that happened during or at the end of 2017-18. In both of these school years, 13% of those who left had only one year (or less) of teaching experience in the state. A closer look at first-year teachers revealed some improvement in classroom retention. Of the first-year teachers hired for the 2018-19 school year, 28% did not return to the same position in 2019-20. While this percentage remains high, it is down from 34% last year.

The third and final question related to departures asks for the number of teachers who were in the process of completing an alternative certification program before leaving the district. This particular group made up roughly 3% of the 6,650 teachers who left their position. At least three districts, including two large ones, either did not answer the question or indicated that the information being requested was not available. In all likelihood, the number of teachers in this category is actually higher than the 189 reported.

IV.   Teachers Hired for the 2019-20 School Year

The total number of newly hired SC teachers (in FTEs) for the 2019-20 school year was 6,709, a decrease of 12% and nearly 900 FTEs compared to data from last year. Most districts reported fewer hires, with ten small districts cutting their number of hires by 40% or more. Twenty-five of the responding districts did report an increase in the number of new hires this year, but they averaged only seven additional FTEs. A decrease in the number of newly hired teachers correlates with the decline in teacher departures, which was addressed in Section III of the report. With fewer teachers leaving, it is logical that not as many teachers would need to be hired to fill those vacant spots created by departures.

Most of the hiring reduction for 2019-20 occurred in primary/elementary schools. In particular, districts hired approximately 420 fewer teachers who hold early childhood/elementary certification. Also in primary/elementary schools, there was a substantial drop in the number of newly hired art, physical education, and special education teachers, as well as guidance counselors. In 2018-19, teachers hired to fill positions in primary/elementary schools made up almost half of all new hires in the state. For the current school year, that percentage fell to 46%. The number of teachers hired in SC middle and high schools also was smaller this year, mostly in the areas of physical education, guidance, sciences, social studies, and language arts.

Even with fewer teachers hired overall this year, the majority of these new hires teach in the same certification/subject areas as reported in prior years: early childhood/elementary (33%), special education (11%), English/language arts (9%), mathematics (9%), sciences (7%), and social studies (6.5%). Another 9% of new hires are music teachers, physical education teachers, and guidance counselors, each accounting for about 3% of the total. Each year, as anticipated, these hiring percentages continue to resemble those explaining the subject area breakdown of allocated teaching positions in the state (as discussed in Section II).

Information was collected on the preparation programs or sources from which SC teachers were hired for the 2019-20 school year. Overall, 40% of all hires are new to the teaching profession compared to 41% last year. Twenty-three percent of newly hired teachers are recent graduates from a SC teacher education program, a minor drop from 24% in 2018-19, but a slight increase from 21% in 2017-18. Until last year, this percentage had decreased annually since 2013-14 when it was reported at 32.5%. During a similar time period, from 2013-14 to 2017-18, the number of SC students preparing to become teachers also was declining each year. Simply put, districts were hiring a smaller number of in-state graduates because fewer were available.

The most recent data from the state's Commission on Higher Education (CHE), however, revealed a small increase in the number of graduates. Specifically, the number of students who graduated from SC public and private institutions with a Bachelor's degree and teacher certification eligibility during 2018-19 (1,752) is up by 79 graduates from the previous academic year (1,673). This is the first annual increase since 2013-14. For 2018-19, CHE also was able to provide the number of students who completed a Master's level initial educator preparation program at a SC public institution, which is 418 students. This number was 498 in 2017-18. Data at this level are not available for private institutions.

Thirty-one percent of all new hires for 2019-20 came from another SC public school district, charter school, or special school. The same percentage also was reported for the two previous school years. Twenty percent of new hires for the current school year are teachers from another state, including those who are recent graduates from an out-of-state teacher education program. This particular group made up 23% of hires during 2018-19. The number of international visiting teachers hired for 2019-20 dropped by nearly 50 teachers compared to last year, but accounted for 5% of all hires in both school years. According to the SC Department of Education (SCDE), a total of 430 international teachers were employed in SC public schools during 2015-16; this number grew to over 1,000 teachers in 2018-19.

Additionally, 9% (622) of all new hires for the 2019-20 school year are first-year participants in an alternative certification program or they recently completed a CATE work-based certification program in South Carolina. Compared to last year, fewer teachers were hired from these pathways overall, but several alternative certification programs saw an increase in their number of participants.

South Carolina's Program of Alternative Certification for Educators (PACE), by far, produces the largest number of alternatively certified teachers in the state each year. Although the first-year PACE numbers are down slightly for 2019-20, this group accounts for 5-6% of all newly hired teachers each school year. In November, after district surveys were submitted, CERRA obtained more detailed data from SCDE that identifies the specific subject areas in which program participants are certified and the type of school in which they teach. This information is presented in Table 4.

For the 2019-20 school year, 20% of all new hires in the state are males and 23% are non-white teachers. These percentages for the 2018-19 school year were 18% and 22%, respectively.

V.   Vacant Teaching Positions at the Beginning of the 2019-20 School Year

South Carolina districts reported 555.5 teaching positions (in FTEs) still vacant at the beginning of the 2019-20 school year. Compared to last year, this number signifies an 11% decrease and is comparable to the number of vacancies reported for the 2017-18 school year. Such a decline is expected when considering that fewer teacher departures took place during or at the end of the 2018-19 school year, therefore, causing a drop in the number of vacant positions to be filled this year.

Approximately 20% of all vacant teaching positions reported at the beginning of the 2019-20 school year were in special education. This subject area, which typically represents the largest majority of vacancies each year, accounted for 17% last year. Several other certification/subject areas combined made up nearly half of all vacant positions. These include early childhood/elementary (14%), mathematics (11%), English/language arts (8%), sciences (8%), and speech language therapy (7%). While the overall number of vacancies decreased this year, minimal increases occurred among ten subject areas. The three areas with the most notable changes, albeit small, were speech language therapy mainly in primary/elementary schools, career and technology education (CATE) predominantly at the secondary level, and English for speakers of other languages (ESOL) across all school levels.

Larger school districts, based on size alone, are often responsible for a significant portion of the state's vacant teaching positions. However, in South Carolina, this is not always the case. For example, the three largest districts in the state account for 21% of all teaching positions but only 6.5% of vacancies reported at the beginning of the 2019-20 school year. Additionally, 50% of all teaching vacancies this year were reported by just nine districts; these same districts make up only 21% of all allocated positions in the state. The size of these districts varies widely (267-2,096.5 FTEs), as does the number of vacancies reported by each (17-55.5 FTEs).

Vacancies also can be clustered in certain geographic areas of the state. Districts located in two regions, the Lowcountry and the Pee Dee areas, employ roughly one-third of South Carolina's public school teaching population, yet half of the vacancies stem from schools found in these particular areas. As expected, high rates of teacher attrition are evident in many of the districts in these regions. In fact, of the 31 districts located in the Lowcountry and Pee Dee regions, 18 are considered to have excessive teacher turnover and are currently eligible to receive recruitment and retention incentive funds through a statewide initiative to be discussed in the next section.

It is important to note that the teaching vacancies discussed in this section refer to positions that are still vacant after the start of the school year. This does not include the vacancies that were filled leading up to that time. As such, the 555.5 vacancies reported by districts are in addition to the 6,709 vacancies already filled by newly hired teachers prior to the beginning of the 2019-20 school year. Some of these hires became necessary in response to new teaching positons being created for the current school year, but most teachers were hired as a result of departures from the previous year.

VI.   Administrators: Hires and Vacancies for the 2019-20 School Year

In addition to classroom teachers, district representatives are asked each year to provide information about administrators. In the Supply and Demand Survey, the term "administrators" refers to all employees in certified, non-teaching positions, not just those in supervisory roles. These include superintendents, district-level directors or coordinators, principals, and school-level administrators, such as psychologists, instructional coaches, and occupational/physical therapists. Districts reported 536 newly hired administrators and 57.5 vacant administrator positions (both in FTEs) for the 2019-20 school year. These figures are very similar to those reported in 2018-19. Twenty-eight percent of all new hires for 2019-20 were school-based administrators (school psychologist, reading/math coach, curriculum specialist, occupational/physical therapist, etc.), and half of all vacancies fell into this category as well.

VII.   Rural Recruitment Initiative

Under FY20 Proviso 1A.54, Rural Teacher Recruiting Incentive (Rural Recruitment Initiative), CERRA was charged with the responsibility to continue the efforts begun under the initial FY16 Proviso. These efforts consisted of developing incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover. Through the Rural Recruitment Initiative, eligible districts in the state can request funds to implement teacher recruitment and retention incentives in their schools. Incentive funds were first dispersed in spring 2016, and the proviso has been renewed each year through the present with some substantive amendments.

To be eligible for funds in FY20, districts must have a five-year average teacher turnover rate of more than eleven percent, as reported in the district's five most recent District Report Cards. In addition to turnover rates, eligible districts also may not be one of the fifteen wealthiest districts, based on their index of tax-paying ability. For the 2019-20 school year (FY20), 35 public school districts in the state are eligible to apply for funds through the Rural Recruitment Initiative. However, effectiveness data for these districts will not be available until next year, so this section of the report will focus on the 36[3] districts that were eligible for funds during the 2018-19 school year (FY19).

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[3]The 36 eligible districts were Allendale; Anderson 4; Bamberg 2; Barnwell 19, 29, & 45; Beaufort; Charleston, Clarendon 1 & 2; Darlington; Dillon 3 & 4; Dorchester 4; Edgefield; Fairfield; Florence 2, 3, & 4; Hampton 1 & 2; Jasper; Lee; Lexington 4; Marion; Marlboro; McCormick; Newberry; Orangeburg 3, 4, & 5; Richland 1 & 2; Saluda; Sumter; and Williamsburg.

All of the 36 eligible districts requested funds for teacher recruitment and/or retention incentives during FY19. Based on the 2019-20 Supply and Demand Survey data, 28 of these districts reported fewer teachers leaving their position and/or fewer vacant teaching positions compared to the previous year. It should be pointed out that three of the 36 rural districts consolidated into one for FY20, and one district did not submit a survey for the 2018-19 or 2019-20 school years.

A further breakdown of data showed that 23 rural districts experienced fewer teacher departures overall, and 17 districts had fewer first-year teachers leaving their position. In addition, 20 districts reported a smaller number of departures among early-career teachers with two to five years of experience. Seventeen districts indicated fewer teaching positions still vacant at the beginning of the 2019-20 school year, and ten districts reported no vacancies during this time. Finally, 12 rural districts had fewer teacher departures and vacancies this year, whereas only five districts were identified as such last year.

VIII. Conclusion

Each year since 2011-12, the number of departures among SC teachers has grown anywhere from 1% to 21%, averaging an annual increase of 8%. The numbers of vacant teaching positions and new hires also rose during this time, which is to be expected as a result of the increase in departures. This year, however, the data imply small gains due to teacher recruitment and retention efforts statewide. For the 2019-20 school year, district representatives reported fewer teachers leaving, and as a result, a decrease in the numbers of vacancies and new hires. One factor that led to fewer teachers leaving their position was the drastic reduction in retirements. Numbers reported for the 2018-19 school year were unusually high, most likely due to the June 2018 conclusion of the TERI program.

Another indicator of improvement is the increase among SC graduates who are eligible for teacher certification. This number has steadily declined for many years, but based on 2018-19 completion data, it is up by almost 5%. While this is not a substantial jump, it hopefully will be the start of a positive trend. Because so many teachers leave the classroom each year, it is critical that the pipeline of education majors stay adequately populated. Equally as important is the need to keep early-career teachers in the profession. Retention among first-year teachers improved this year compared to last year, but the rate at which they are leaving is still too high for districts to sufficiently address on a yearly basis.

One of the most beneficial realizations that emerged from survey data is that departure reasons are often unknown due to teachers not providing the information or districts not collecting it. This was the case for approximately 1,860 of the 6,650 teachers who did not return for the 2019-20 school year. It also became evident that a considerable number of teachers (40%) state personal/family reasons for leaving. In many situations, this is accurate. However, it is likely that teachers are not always forthcoming with their reasons for leaving, especially if related to school administration and/or poor working conditions. CERRA has begun working with districts to better understand the protocols used to determine reasons for teacher departures, and will continue to explore and identify effective strategies already in place.

South Carolina, like many other states in the nation, faces an annual teacher shortage. For years, the state's teacher supply and demand picture has been the same: more teacher departures, more vacant positions, more teachers hired to fill vacancies, and not enough students enrolled in teacher preparation programs. Although there is evidence to suggest potential improvement for the first time in many years, it is important to keep in mind that this observation was derived using only two years of data. More importantly, the number of teachers who leave the classroom each year remains extremely high. For that and many other reasons, continued support for educators and their profession is essential in this state.

Table 1 includes the number of certified teaching positions (in FTEs) allocated in district budgets for the 2019-20 school year. Numbers include filled and vacant positions.

Table 1	Number of Certified Teaching Positions, by School Level			
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		13.17	112.83	**126.00**
Art	631.20	265.15	360.66	**1,257.01**
Business/Marketing/Computer Technology	75.70	319.50	640.98	**1,036.18**
Career & Technology Education (CATE work-based certification)		80.50	1,085.48	**1,165.98**
Dance	32.75	50.20	49.05	**132.00**
Driver's Education			58.50	**58.50**
Early Childhood/Elementary (any or all core subjects)	17,807.00			**17,807.00**
English for Speakers of Other Languages (ESOL)	444.84	166.32	160.68	**771.84**
English/Language Arts		1,867.26	1,916.26	**3,783.52**
Family & Consumer Sciences		18.50	95.25	**113.75**
Gifted & Talented	393.43	55.69	29.35	**478.47**
Guidance Counselor	791.35	567.45	798.95	**2,157.75**
Health	5.25	81.95	143.20	**230.40**
Industrial Technology		30.50	32.00	**62.50**
Literacy	654.65	92.20	22.50	**769.35**
Mathematics		1,800.98	1,941.81	**3,742.79**
Media Specialist	626.39	250.48	239.33	**1,116.20**
Montessori	322.25	40.00		**362.25**
Music	703.51	519.77	458.52	**1,681.80**
Physical Education	802.76	459.24	659.98	**1,921.98**
Sciences		1,497.17	1,753.68	**3,250.85**
Social Studies		1,490.38	1,765.10	**3,255.48**
Special Education	2,579.89	1,324.08	1,531.22	**5,435.19**
Speech Language Therapist (includes contracted FTEs)	746.00	101.34	67.09	**914.43**
Theater	22.50	59.95	92.72	**175.17**
World Languages				
American Sign Language (ASL)	1.00	1.00	0.00	**2.00**
Chinese	21.00	6.50	15.00	**42.50**
French	17.80	37.20	117.28	**172.28**
German	8.00	9.50	37.50	**55.00**
Japanese	0.00	0.00	0.00	**0.00**
Latin	0.00	9.00	24.50	**33.50**
Russian	0.00	0.00	0.00	**0.00**
Spanish	115.70	168.25	590.05	**874.00**
Other	7.50	31.60	55.90	**95.00**
TOTAL	**26,810.47**	**11,414.81**	**14,855.37**	**53,080.65**

Table 2A includes the number of certified teachers (in FTEs) who left their position during or at the end of the 2018-19 school year. This table focuses on reasons for teacher departures and years of teaching experience in South Carolina.

Table 2A	Total years of teaching experience in any SC public school district, charter school, or special school at the time of departure			
Why Did Teachers Leave?	**≤ 1 year**	**2–5 years**	**> 5 years**	**Total**
Retirement (includes first-time retirees and active retirees who were not rehired, chose not to return, or previously retired from another state	2.00	4.00	940.00	1,190.00*
Reduction in force (RIF) or program/grant conclusion	3.00	2.00	6.00	11.00
Did not qualify for state certification	26.00	10.00	9.00	45.00
Termination or non-renewal of contract/letter of agreement	88.35	43.00	87.70	253.05*
International visiting teacher returned to country of origin and/or work visa expired	8.50	40.00	55.50	104.00
Returned to school to obtain advanced degree	21.00	24.00	15.00	63.00*
Death or disability/illness	17.00	17.00	64.00	103.00*
Job dissatisfaction (salary, lack of administrative support, workload, etc.)	27.00	49.00	86.00	162.00
Personal/Family – not related to job dissatisfaction (staying home with children, caring for parents, relocation, military, teaching job closer to home, etc.)	402.00	776.00	1,391.25	2,665.25*
Reason not given by teacher	182.50	314.00	588.00	1,088.50*
Other reason	37.00	60.00	93.00	190.00
District does not collect this information	66.00	148.00	411.00	775.00*
TOTAL	880.35	1,487.00	3,746.45	6,649.80*

*Representatives from two districts were not able to provide years of teaching experience for their departures. Therefore, the numbers (with asterisks) in the total column do not equal the corresponding row totals. For example, 63 teachers returned to school to obtain advanced degrees. However, classroom experience data are available only for 60 (21+24+15) of these teachers.

Note: Most of the retired teachers reported as having 5 or fewer years of teaching experience are those who retired from other states, were hired in SC, and then "retired" from SC after 1-5 years of teaching in the state.

Table 2B includes the number of certified teachers (in FTEs) who left their position during or at the end of the 2018-19 school year, and obtained other employment. Departures not included in this table are those who are no longer working (retirees, stay-at-home moms, health-related, etc.) and instances where the teacher did not provide employment information or the district does not collect it.

Table 2B Where Did Teachers Go After They Left?	Number of teachers who left during/at the end of 2018-19 and obtained other employment
To teach in another SC public school district, charter school, or special school	1,670.20
To teach in a SC college/university or private school	53.00
To teach in another state or country	433.50
To work in a non-teaching education position in SC	92.00
To work in a non-teaching education position outside of SC	22.00
To work in/pursue another career field	337.00
Other reason	3.00
TOTAL	**2,610.70**

Table 2C includes the number of teachers who were in the process of completing an alternative certification program at the time of their departure.

Table 2C	Number of teachers who were completing an alternative certification program when they left
	189

Table 3A includes the number of newly hired certified teachers (in FTEs) for the 2019-20 school year.

Table 3A	Number of Newly Hired Certified Teachers, by School Level			
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		6.00	14.00	**20.00**
Art	54.20	41.58	30.42	**126.20**
Business/Marketing/Computer Technology	2.50	41.75	71.75	**116.00**
Career & Technology Education (CATE work-based certification)		4.00	110.40	**114.40**
Dance	3.00	10.00	6.00	**19.00**
Driver's Education			5.75	**5.75**
Early Childhood/Elementary (any or all core subjects)	2,210.00			**2,210.00**
English for Speakers of Other Languages (ESOL)	30.00	22.20	23.50	**75.70**
English/Language Arts		338.83	278.92	**617.75**
Family & Consumer Sciences		3.00	11.00	**14.00**
Gifted & Talented	9.60	0.00	1.00	**10.60**
Guidance Counselor	63.00	42.00	73.75	**178.75**
Health	0.25	9.35	8.50	**18.10**
Industrial Technology		0.00	4.00	**4.00**
Literacy	25.40	4.00	2.50	**31.90**
Mathematics		330.52	281.58	**612.10**
Media Specialist	55.00	15.50	14.50	**85.00**
Montessori	32.00	4.00		**36.00**
Music	84.00	69.15	64.95	**218.10**
Physical Education	71.25	57.02	78.08	**206.35**
Sciences		238.92	212.23	**451.15**
Social Studies		236.75	199.75	**436.50**
Special Education	322.58	218.01	214.61	**755.20**
Speech Language Therapist (includes contracted FTEs)	93.94	25.33	12.58	**131.85**
Theater	4.50	15.00	11.25	**30.75**
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	**0.00**
Chinese	4.00	0.00	2.00	**6.00**
French	2.00	7.00	14.50	**23.50**
German	3.00	1.00	6.00	**10.00**
Japanese	0.00	0.00	0.00	**0.00**
Latin	0.00	0.00	1.00	**1.00**
Russian	0.00	0.00	0.00	**0.00**
Spanish	17.90	25.50	83.25	**126.65**
Other	2.00	8.00	6.90	**16.90**
TOTAL	**3,090.12**	**1,774.41**	**1,844.67**	**6,709.20**

Table 3B includes the preparation program or source for each new hire reported in Table 3A. Districts are asked to confirm that the total number of FTEs reported here equals the total number of FTEs in Table 3A.

Table 3B Preparation Program or Source	Number of Newly Hired Certified Teachers
Preparation Program (new to profession)	
Teacher education program graduate – In state	1,526.10
Teacher education program graduate – Out of state	461.50
Teacher education program graduation – Online	54.00
Career & Technology Education (CATE) Work-Based Certification Program	99.00
Program of Alternative Certification for Educators (PACE)	378.20
American Board alternative certification program (ABCTE)	31.00
Teach For America alternative certification program	41.00
Teachers of Tomorrow alternative certification program	37.00
District-based alternative certification program (i.e., GATE or TeachCharleston)	36.00
Montessori Initial Certification Program	8.00
Adjunct Certification Program	5.00
Advanced Fine Arts Certification Program	2.00
Source (not new to profession)	
Teacher who returned to teaching after a gap in service in SC of more than one year	288.65
Teacher who was hired after serving in your district as a substitute or in a non-teaching position	211.70
Teacher coming directly from another SC public school district, charter school, or special school	2,058.10
Teacher previously employed in a SC college/university or SC private school	168.70
Teacher from another state	869.10
International visiting teacher	348.00
Private contractual services (excluding international teacher placement services)	53.80
Other program or source	23.60
TOTAL	**6,700.45***

*One district representative submitted a survey without completing this table. Therefore, the total in this table is not equal to the total in Table 3A as it should.

Table 3C includes the number of newly hired male and non-white teachers (in FTEs) for the 2019-20 school year.

Table 3C	Number of Newly Hired Male and Non-White Teachers
Male teachers	1,357.05
Non-white teachers	1,551.90

Table 4 includes the number of first-year alternative certification program participants who were hired for the 2019-20 school year. The following programs are included: PACE, American Board, Teach For America, Teachers of Tomorrow, GATE, and TeachCharleston.

Table 4 (data provided by SC Department of Education)	Number of First-Year Alternative Certification Program Participants, by School Level			
Approved Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture	0	1	2	**3**
Art	12	7	9	**28**
Biology	0	1	25	**26**
Business/Marketing/Computer Technology	0	25	52	**77**
Chemistry	0	0	2	**2**
Computer Science	0	0	1	**1**
Dance	1	3	2	**6**
Early Childhood	2	0	0	**2**
Elementary	20	0	0	**20**
English	0	10	26	**36**
English for Speakers of Other Languages (ESOL)	2	1	1	**4**
Family & Consumer Sciences	0	0	1	**1**
French	0	1	0	**1**
German	1	0	3	**4**
Health	0	1	0	**1**
History	0	2	8	**10**
Mathematics	0	3	25	**28**
Media Specialist	3	0	0	**3**
Middle Level Language Arts	3	47	7	**57**
Middle Level Mathematics	0	26	9	**35**
Middle Level Science	0	45	6	**51**
Middle Level Social Studies	1	43	0	**44**
Music – Choral	0	1	0	**1**
Music – Instrumental	0	1	1	**2**
Music – Strings	0	0	2	**2**
Physical Education	13	6	7	**26**
Physics	0	0	1	**1**
Science	0	5	25	**30**
Social Studies	0	6	18	**24**
Spanish	1	12	10	**23**
Special Education: Emotional Disabilities	41	10	7	**58**
Special Education: Multi-categorical	3	2	1	**6**
Theater	0	2	1	**3**
TOTAL	**102**	**245**	**237**	**584**

Notes: Some participants are certified in a subject area level different than the school level in which they teach (i.e., certified in middle level science, but teach science in a high school).

Some participants hold dual certification and are, therefore, recorded in two different subject areas. The column totals (school level) are accurate and do not include duplicates, whereas the row totals (subject area) do include them to account for all certifications.

Table 5 includes the number of certified teaching positions (in FTEs) reported as vacant at the beginning of the 2019-20 school year.

Table 5	Number of Certified Vacant Teaching Positions, By School Level		
Subject Area Taught	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		1.00	2.00	**3.00**
Art	11.50	7.00	5.00	**23.50**
Business/Marketing/Computer Technology	1.00	0.00	2.00	**3.00**
Career & Technology Education (CATE work-based certification)		4.00	15.00	**19.00**
Dance	1.00	1.00	2.00	**4.00**
Driver's Education			0.00	**0.00**
Early Childhood/Elementary (any or all core subjects)	76.50			**76.50**
English for Speakers of Other Languages (ESOL)	4.00	2.00	4.50	**10.50**
English/Language Arts		20.00	24.00	**44.00**
Family & Consumer Sciences		0.00	0.00	**0.00**
Gifted & Talented	1.00	0.00	0.00	**1.00**
Guidance	1.50	0.50	4.00	**6.00**
Health	0.00	0.00	0.00	**0.00**
Industrial Technology		0.00	0.00	**0.00**
Literacy	3.50	1.50	0.00	**5.00**
Mathematics		22.00	38.50	**60.50**
Media Specialist	15.00	1.50	4.50	**21.00**
Montessori	1.00	1.00		**2.00**
Music	10.00	8.00	7.00	**25.00**
Physical Education	3.00	5.00	8.00	**16.00**
Sciences		16.00	27.00	**43.00**
Social Studies		12.00	16.00	**28.00**
Special Education	52.50	19.00	35.50	**107.00**
Speech Language Therapist (includes contracted FTEs)	29.50	4.50	2.00	**36.00**
Theater	0.00	1.00	0.50	**1.50**
World Languages				
American Sign Language (ASL)	0.00	0.00	0.00	**0.00**
Chinese	2.00	0.00	0.00	**2.00**
French	0.00	0.00	2.00	**2.00**
German	0.00	0.00	1.00	**1.00**
Japanese	0.00	0.00	0.00	**0.00**
Latin	0.00	0.00	0.00	**0.00**
Russian	0.00	0.00	0.00	**0.00**
Spanish	2.00	3.00	10.00	**15.00**
Other	0.00	0.00	0.00	**0.00**
TOTAL	**215.00**	**130.00**	**210.50**	**555.50**

Table 6 includes the number of newly hired certified administrators (in FTEs) for the 2019-20 school year. Also included are the certified administrator positions (in FTEs) reported as vacant at the beginning of the 2019-20 school year.

Table 6 Type of Administrator	Number of Newly Hired Certified Administrators	Number of Certified Administrator Positions Currently Vacant
District Superintendent	11.00	0.00
District Assistant/Associate Superintendent	12.00	2.00
Other District-Level Administrator (i.e., director or coordinator position)	81.25	14.00
Primary/Elementary School Principal	30.25	2.50
Primary/Elementary School Assistant Principal	79.00	3.00
Middle School Principal	16.75	1.00
Middle School Assistant Principal	58.50	1.50
High School Principal	20.75	0.00
High School Assistant Principal	76.50	5.00
Other School-Level Administrator (i.e., school psychologist, instructional coach/specialist, occupational/physical therapist)	150.15	28.50
TOTAL	**536.15**	**57.50**

Note: The term "administrator" includes all employees in certified, non-teaching positions, not just those in supervisory roles.

Report Prepared By:
Dr. Jennifer Garrett, Coordinator of Research & Program Evaluation, CERRA - SC

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	SC Program for the Recruitment and Retention of Minority Teachers	**Address**	P.O. Box 7793, SC State 300 College Street, NE Orangeburg, SC 29117

FY 2020-21 EIA Appropriation per Act 135 of 2020	$339,482.00	**FY 2021-22 EIA Funding Request**	$339,482.00

Program Contact	Reinell Thomas-Myers	**Division/Office**	SC State University Minority Teacher Recruitment
Contact Title	Program Manager	**Address**	P.O. Box 7793, SC State 300 College Street, NE Orangeburg, SC 29117
Contact Phone	803.516.4793	**Contact E-Mail**	rathomas@scsu.edu

Summary of Program:

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college.

EIA Programs Administered by Partnerships/Programs/Agencies

- 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, 2020.**
- 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.

1. **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ N/A	%
Retained by this partnership/program/agency	$ 339,482.00	100 %
Allocated to Other Entities (Please Explain)	$ N/A	%
Other (Please Explain)	$ N/A	%
Other (Please Explain)	$ N/A	%
TOTAL:	$ 339,482.00	100 %

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	%
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.)	%

EIA Programs Administered by Partnerships/Programs/Agencies

Please *exclude* National Board supplements and Teacher Supply Funds.	
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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:

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

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

1A.6.   (SDE-EIA: CHE/Teacher Recruitment)

Regulation(s):

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.

X	Yes		No

If yes, please describe:
SC Commission on Higher Education

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. 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 relevant.**

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, **including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.**

- **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. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. 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.

- **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.

EIA Programs Administered by 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.				
Research/Evidence	**Activities/Intervention**	**Current or Proposed**	**Outputs**	**Project Outcomes (1-2 years)**	**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.	Proposed	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.	Proposed	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.

EIA Programs Administered by 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 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	There is a shortage of teachers in the State of South Carolina. To continue to address this shortage by making education accessible to non-traditional students, and provide an academic support system to participants, PRRMT's overall expansion initiatives include establishing and maintaining Satellite Teacher Education Program (off-campus) sites in geographic areas of the State currently not served by the Program.
Goal	To increase the pool of teachers in the State.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
A. -- Target non-traditional students for enrollment in teacher education programs at SC State University. -- Expand beyond the geographic areas currently served. -- Target program participants for majors in a state-declared critical need subject areas or employment placement in a state-declared critical geographic school. -- Monitor participants' academic progress.	-- Program recruitment and expansion activities remain ongoing. -- The number of on-line courses offered continues to increase, allowing the Program to serve a greater number of participants. -- The continuation of a comprehensive recruitment plan for the Department of Teacher Education. -- On an annual basis, SC-PRRMT targets no less than 50% of program participants for majors in a state-declared critical need subject area or employment placement in a state-	The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. --This past academic year 85 students participated in the program. --Seventy-five (88%) undergraduate Program participants maintained their eligibility during the 2019-2020 Academic Year. -- Seventy-five (88%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or above. ---One hundred percent of the Program's M.A.T. participants (6) maintained their eligibility.	Enrollment 2018-2019 = 88 Enrollment 2019-2020 =85 Graduates 2018-2019 =10 Graduates 2019-2020 =10 The teaching experience of graduates range from 1 to 26 years.	**Enrollment**　　No. of Participants 2016-2017　　71 2017-2018　　80 2018-2019　　88 2019-2020　　85 **Graduates** 2016-2017　　13 2017-2018　　12 2018-2019　　10 2019-2020　　10 --Number of Graduates Placed in South Carolina Schools as of May 2020　　248 (90%) --Number of Graduates in State-Declared Critical Need Subject Areas　119 (46%) --No. of Graduates Placed in Critical Geographic Schools　　224 (90%)

	declared critical geographic school. -- Participants awarded a forgivable loan scholarship to assist with expenses while obtaining a baccalaureate degree in teacher education.	-- For the 2019-2020 Academic Year, 10 students graduated; 10 (100%) met certification requirements.		
B. -- Collaboration with CERRA, Call Me MISTER Program, and South Carolina school districts.				

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	There is a shortage of teachers in the State of South Carolina. To continue to address this shortage by making education accessible to non-traditional students, and provide an academic support system to participants, PRRMT's overall expansion initiatives include establishing and maintaining Satellite Teacher Education Program (off-campus) sites in geographic areas of the State currently not served by the Program. The Program will offer on-line classes due to COVID-19.			
Goal	To increase the pool of teachers in the State.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2021-22				
Problem/Issue	There is a shortage of teachers in the State of South Carolina. To continue to address this shortage by making education accessible to non-traditional students, and provide an academic support system to participants, PRRMT's overall expansion initiatives include establishing and maintaining Satellite Teacher Education Program (off-campus) sites in geographic areas of the State currently not served by the Program.			
Goal	To increase the pool of teachers in the State.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- There is a shortage of teachers in the State of South Carolina, as indicated in CERRA's Annual Educator Supply and Demand Report for the 2019-2020 school year.
- PRRMT program graduates have been placed in 49 school districts throughout the state.
- The majority of PRRMT program participants are paraeducators-to-teachers.
- Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

- ✓ Number of Graduates Placed in South Carolina Schools as of May 2020   248 (90%)
- ✓ Number of Graduates in State-Declared Critical Need Subject Areas   119 (46%)
- ✓ No. of Graduates Placed in Critical Geographic Schools   224 (90%)

Fiscal Year 2020-21 and Fiscal Year 2021-22:

- Promotion of PRRMT throughout the State and the benefits of a career in Teacher Education.
- Participation in state-wide initiatives that focus on issues in teacher recruitment and Teacher Education.
- Cooperation of the partnerships in the following school districts:
  Moncks Corner, Berkeley, Charleston, Richland District One, Richland District Two, Fairfield, Winnsboro
  Georgetown, Williamsburg, Florence, Horry, Marion, Dillion, Barnwell, Allendale, Lee, Lexington #4 and Newberry #55
- Superintendent Molly Spearman sent a letter of support to all superintendents in the State of South Carolina encouraging the School districts to support the SC-PRRMT Program March 2018 and July 2019. SC-PRRMT will continue to seek Support from Superintent Spearman FY 2020-2022.

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.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 49 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

- ✓ Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.
- ✓ For the 2019-2020 Academic Year, 10 students graduated; all 10(100%) met certification requirements.
- ✓ Of the Program's ten 2019-2020 graduates, to date, 10 (100%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.
- ✓ The teaching experience of graduates range from 1 to 26 years.
- ✓ One hundred and Ninety-six (79%) of the Program's placed graduates have gained 5 to 26 years teaching experience, and the mean years of teaching for all graduates is 22 years.

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. **NO**
- Are services or activities going as planned? **YES** If no, explain.
- Is the program reaching the intended target population or the intended number of participants? **YES** If no, explain.
- Is it leading to expected outcomes? **YES** If no, explain.

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- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

EXSISTING PROGRAM

✓ Students taking on-line classes and joining neighboring sites as a result of our recruitment visits to their school districts.

✓ Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

✓ SC State offers Praxis Core preparation sessions for all Education student's. Since COVID-19, the sessions are available thur Zoom Sessions.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

An in-depth Program evaluation was conducted January 1997. The findings and Recommendations were acceptable.

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   X_No

If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$339,482.00	$339,482.00
General Fund	-0-	-0-
Lottery	-0-	-0-
Fees	-0-	-0-
Federal Funds (specify):	-0-	-0-
Other Sources:	-0-	-0-
Grant	-0-	-0-
Contributions	-0-	-0-
Non-Profit (Foundation, etc.)	-0-	-0-
Other (specify):	-0-	-0-
Carry Forward from Prior Year	-0-	-0-

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	15,000.00	15,000.00
Contractual Services	-0-	-0-
Supplies & Materials	-0-	-0-
Fixed Charges	-0-	-0-
Travel	-0-	-0-
Equipment	-0-	-0-
Employer Contributions	-0-	-0-
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Transfers	-0-	-0-
Scholarships	324,482.00	324,482.00
Balance Remaining	-0-	-0-
TOTAL:	**$339,482.00**	**$339,482.00**
# FTES:		

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

   A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

   X   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 2020-21	**$ 339,482.00**
Amount of increase requested in EIA funding for FY 2021-22	**$ -0-**
Amount of decrease requested in EIA funding for FY 2021-22	**$ -0-**
Total amount of EIA funding requested for FY 2021-22	**$ 339,482.00**

   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 2021-22?

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 <u>$329,297.00</u> and would impact the program accordingly:
   <u>Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.</u>
   5% Reduction in EIA funding equates to <u>$322,508.00</u> and would impact the program accordingly:
   <u>Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.</u>
   7% Reduction in EIA funding equates to <u>$315,718.00</u> and would impact the program accordingly:
   <u>Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.</u>
   10% Reduction in EIA funding equates to <u>$305,532.80</u> and would impact the program accordingly:
   <u>Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.</u>

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.

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	SC Teacher Loan Program	**Address**	SC Student Loan PO Box 102405 Columbia, SC 29224

FY 2020-21 EIA Appropriation per Act 135 of 2020	$5,089,881	**FY 2021-22 EIA Funding Request**	$5,089,881

Program Contact	**Ray Jones**	**Division/Office**	SC Student Loan Corporation
Contact Title	**VP of Loan Programs**	**Address**	8906 Two Noth Rd Columbia, SC 29223
Contact Phone	**803.612.5062**	**Contact E-Mail**	Rjones@scstudentloan.org

Summary of Program:
The SC Teachers Loan Program was established by the State of South Carolina to encourage talented and qualified students to enter the teacher profession and teach in the state in areas of critical geographic and/or subject area need.

SC Student Loan works with the Education Oversite Committee as well as the Commission on Higher Education to ensure proper administration of the SC Teacher Loan Program.

- 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, 2020.**
- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$5,089,881	100%
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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support	%

(i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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: Title 59, Section 26-20 (j) establishes the SC Teachers Loan Program

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

FY15 Part 1B – Temporary Provisions, Section 1A.7 establishes the SC Teacher Loan Advisory Committee

Regulation(s):

SC Code of Regulations: Chapter 62, Article II provides the regulatory guidelines for administering the SC Teacher Loan Programs

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	X	No

If yes, please describe:

EIA Programs Administered by 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 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Inform financial aid offices of colleges & universities throughout the state of the availability of the SC TLP funds as well as the potential for cancellation of the loan if the student borrower serves as a teacher in an eligible area	Promotion includes visibility on SCSL website, distribution of printed materials upon request to schools, and emails and letters to borrowers with pertinent information for re-applying for future funds and cancellation of current loans.	See Attachment A: loan volume report	See Attachment A: loan volume report	SC Student Loan measures loan volume and reviews loans
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the	**Activities/Intervention** (What does the project or program do to make	**Outputs** (How do you know you are making progress? Include	**Outcomes (1-2 years)** (How do you know you have made significant	**Measures and Assessment Tools**

EIA Programs Administered by Partnerships/Programs/Agencies

goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	progress toward goal and/or address the problem?)	measurable numbers that reflect implementation progress and progress toward completing activities.)	progress? Include measurable numbers that indicate impact on population being served.)	(How do you measure your outputs and outcomes? What are your outcomes or measures?)
Inform financial aid offices of colleges & universities throughout the state of the availability of the SC TLP funds as well as the potential for cancellation of the loan if the student borrower serves as a teacher in an eligible area	Promotion includes visibility on SCSL website, distribution of printed materials upon request to schools, and emails and letters to borrowers with pertinent information for re-applying for future funds and cancellation of current loans.	See Attachment A: loan volume report	See Attachment A: loan volume report	SC Student Loan measures loan volume and reviews loans

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- N/A

Fiscal Year 2020-21:
- COVID-19 required emergency changes to testing requirements and school submission processes but outcomes were consistent
- Increased annual loan limits required approve to use the Program Revolving Funds to ensure applications were not denied for lack of funding

Fiscal Year 2021-22:
- N/A

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.

See Attachment A: loan volume report

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' or recipients/ perceptions?

The program continues with the same plan and goal in mind. While the funds are typically used close to the maximum allowed in the budget, the cancellation of the loans upon entering repayment could be higher. Students are taking out the loans, but a large rate of those borrower choose to either not teach at all or choose to not teach in a critical area in order to have the loans cancelled. Additional work needs to be done by the state of SC to entice borrowers into

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

July through September – A financial and compliance audit of the South Carolina Student Loan Corporation, which includes the SC Teachers Loan Program, is conducted annually by an external audit firm

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?

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

If "Yes," please describe recommendations below:

Regulstory changes have been requested this past year and are being reviewed. The Teacher Loan Advisory Board recommended to forgive all teachers in SC at 33 1/3% or $5,000 for full time teaching in any school or subject. The request is made with regard to the critical area requirements being removed as the teacher shortage in the state impacts all schools.

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$5,089,881	$5,089,881
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	102,960	
Contractual Services	389,720	
Supplies & Materials	1,500	
Fixed Charges	12,820	
Travel		
Equipment	5,000	
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:	**512,000**	
# FTES:		

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

   A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

   _____X_____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 2020-21	**$**
Amount of increase requested in EIA funding for FY 2021-22	**$**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$**

   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 2021-22?

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 $152,696 and would impact the program accordingly:

   Loan Volume provided to students would be reduced by the amount of the budget reduction

   5% Reduction in EIA funding equates to $254,494 and would impact the program accordingly:

   Loan Volume provided to students would be reduced by the amount of the budget reduction

   7% Reduction in EIA funding equates to $356,291 and would impact the program accordingly:

   Loan Volume provided to students would be reduced by the amount of the budget reduction

   10% Reduction in EIA funding equates to $508,988 and would impact the program accordingly:

   Loan Volume provided to students would be reduced by the amount of the budget reduction

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.

As of June 30, 2020, 19,537 borrowers were in a repayment or cancellation status. Of these, 2,440 borrowers have never been eligible for cancellation and are repaying their loans. Two hundred and eighty-one (281) previously taught but are not currently teaching and 995 are presently teaching and having their loans cancelled.

There have been 15,821 borrowers to have their loans paid out. Of these, 8,958 paid off their loans through regular monthly payments, loan consolidations or through partial cancellation (i.e. taught less than 5 years). In addition, the loans for 54 borrowers were repaid through the filing of a death claim, 5 through bankruptcy, 80 through disability, and 91 borrowers have had default claims filed. Six thousand six hundred and thirty-three (6,633) had their loans cancelled 100% by fulfilling their teaching requirement.

The following is a breakdown of those who taught for the 2019-20

Teacher Loan Program	
CRITICAL AREA	**NUMBER OF BORROWERS**
(Based upon last subject/geographic area provided)	
Agriculture	3
Art	6
Art and Geographic Area	4
Business/Marketing/Computer Technology	2
Career/Technology	2
Career/Technology and Geographic Area	1
Early Childhood	6
Early Childhood and Geographic Area	6
English (Secondary Education)	21
English (Secondary Education) and Geographic Area	9
French	1
German	1
Health	1
Industrial Technology	1
Library Science	20
Library Science and Geographic Area	24
Literacy	6
Literacy and Geographic Area	2
Math	37
Math and Geographic Area	10
Middle School	110
Middle School and Geographic Area	71
Music	9
Music and Geographic Area	16
Physical Education	9
Physical Education and Geographic Area	7
Science	19
Science and Geographic Area	1
Social Studies	21
Social Studies and Geographic Area	9
Spanish	3
Spanish and Geographic Area	1
Special Education	73
Special Education and Geographic Area	56
Speech Language Therapist	6
Speech Language Therapist and Geographic Area	5
Geographic Area Only	416
Total	**995**

2019-20 Loans by Grade Level

Teacher Loans

	Number	Amount	Number in cadet program
Freshman	201	$487,783.00	140
Sophmore	163	$400,750.00	104
Junior	296	$1,379,307.00	163
Senior	350	$1,659,355.00	137
5th Year Undergrade	18	$90,000.00	7
1st Year Graduate	76	$356,000.00	30
2nd Year Graduate	50	$225,205.00	12
3rd Year Graduate	1	$5,000.00	
4th Year Graduate			
Total	**1,155**	**$4,603,400.00**	**593**

Career Changers Loans

	Number	Amount	Number in cadet program
Freshman	-	-	-
Sophmore	2	26,867.00	-
Junior	2	30,000.00	-
Senior	8	65,371.00	1
5th Year Undergrade	1	8,000.00	1
1st Year Graduate	15	180,216.00	3
2nd Year Graduate	20	239,041.00	
3rd Year Graduate	1	15,000.00	
4th Year Graduate	1	10,000.00	
Total	**50**	**$574,495.00**	**5**

2019-20 Loans by Critical Area

Teachers Loans	Number	Amount
Agriculture	2	5,000.00
All Middle School Levels	84	336,050.00
Art	24	99,500.00
Business/Marketing/Computer Tech	1	2,500.00
Career & Technology	1	2,500.00
Dance	2	7,500.00
English	66	254,182.00
French	2	7,500.00
German	1	5,000.00
Gifted & Talented	9	32,000.00
Literacy	13	60,000.00
Math	49	182,488.00
Media Specialist	42	195,000.00
Music/Choir	37	137,148.00
Physical Education	43	183,750.00
Science	23	92,500.00
Social Studies	63	228,250.00
Spanish	9	32,500.00
Special Education	129	519,043.00
Speech Language Therapist	15	62,000.00
Theater/Speech & Drama	9	40,000.00
Geographic Areas Only	531	2,118,989.00
Total	**1,155**	**$4,603,400.00**

Career Changer Loans	Number	Amount
All Middle Levels	1	11,867.00
English	4	51,000.00
Literacy	2	24,004.00
Media Specialist	11	149,500.00
Physical Education	1	14,000.00
Science	1	7,500.00
Social Studies	3	38,542.00
Special Education	6	61,041.00
Speech Language Therapist	4	60,000.00
Geographic Areas Only	17	157,041.00
Total	**50**	**$574,495.00**

2019-20 Loans by Race and Sex
RACE

Teachers Loans			Career Changers		Totals	
	Number	Amount	Number	Amount	Number	Amount
African American	142	582,305.00	10	105,045.00	152	687,350.00
American Indian	3	10,000.00	-	-	3	10,000.00
Asian	3	10,000.00	-	-	3	10,000.00
Caucasian	946	3,776,406.00	33	378,583.00	979	4,154,989.00
Hispanic	23	83,000.00	2	30,000.00	25	113,000.00
Not Answered	38	141,689.00	5	60,867.00	43	202,556.00
Total	**1,155**	**$4,603,400.00**	**50**	**$574,495.00**	**1,205**	**$5,177,895.00**

SEX

Teachers Loans			Career Changers		Totals	
	Number	Amount	Number	Amount	Number	Amount
Male	201	770,164.00	5	46,634.00	206	816,798.00
Female	937	3,766,830.00	42	500,861.00	979	4,267,691.00
Not Answered	17	66,406.00	3	27,000.00	20	93,406.00
Total	**1,155**	**$4,603,400.00**	**50**	**$574,495.00**	**1,205**	**$5,177,895.00**

2019-20 Loans by School

Teachers Loans	Number	Amount	Career Changers Number	Amount	Totals Number	Amount
ANDERSON UNIVERSITY	129	470,450.00	1	1,170.00	130	471,620.00
BOB JONES UNIVERSITY					-	-
CHARLESTON SOUTHERN UNIVERSITY	24	86,463.00			24	86,463.00
CITADEL, THE MILITARY COLLEGE	8	32,500.00	2	22,500.00	10	55,000.00
CLAFLIN UNIVERSITY	2	10,000.00			2	10,000.00
CLEMSON UNIVERSITY	104	424,533.00			104	424,533.00
COASTAL CAROLINA UNIVERSITY	38	149,285.00	1	8,542.00	39	157,827.00
COKER COLLEGE	11	46,500.00	1	15,000.00	12	61,500.00
COLLEGE OF CHARLESTON	64	255,000.00	2	30,000.00	66	285,000.00
COLUMBIA COLLEGE	21	84,800.00			21	84,800.00
COLUMBIA INTERNATIONAL UNIVERS	1	4,705.00	1	15,000.00	2	19,705.00
CONVERSE COLLEGE	25	105,000.00	4	42,500.00	29	147,500.00
ERSKINE COLLEGE	6	27,500.00			6	27,500.00
FRANCIS MARION UNIVERSITY	62	251,600.00	3	29,541.00	65	281,141.00
FURMAN UNIVERSITY	7	25,000.00			7	25,000.00
LANDER UNIVERSITY	81	341,250.00	2	20,000.00	83	361,250.00
LIMESTONE COLLEGE	5	17,500.00	1	7,371.00	6	24,871.00
NEWBERRY COLLEGE	10	40,500.00			10	40,500.00
NORTH GREENVILLE UNIVERSITY	42	137,300.00	1	8,000.00	43	145,300.00
PRESBYTERIAN COLLEGE	4	15,000.00			4	15,000.00
SC STATE UNIVERSITY	2	7,000.00	1	10,000.00	3	17,000.00
SOUTHERN WESLEYAN UNIVERSITY	18	76,500.00			18	76,500.00
UNIVERSITY OF S.C. AIKEN	29	118250	1	4,000.00	30	122,250.00
UNIVERSITY OF S.C. BEAUFORT	11	39,000.00	1	8,000.00	12	47,000.00
UNIVERSITY OF S.C. LANCASTER	1	2,500.00			1	2,500.00
UNIVERSITY OF S.C. UPSTATE	91	365,941.00	3	21,000.00	94	386,941.00
UNIVERSITY OF S.C.-COLUMBIA	191	797,399.00	17	238,500.00	208	1,035,899.00
WINTHROP UNIVERSITY	146	574,424.00			146	574,424.00
WOFFORD COLLEGE	1	5,000.00			1	$5,000.00
Total In State	**1,134**	**$4,510,900.00**	**42**	**$481,124.00**	**1,176**	**$4,992,024.00**
Out of State	21	92,500.00	8	93,371.00	29	185,871.00
GRAND TOTAL	**1,155**	**$4,603,400.00**	**50**	**$574,495.00**	**1,205**	**$5,177,895.00**

As of June 30, 2020, 920 borrowers were in a repayment or cancellation status. Of these, 133 borrowers have never been eligible for cancellation and are repaying their loans. Thirty (30) previously taught but are not currently teaching and 88 are presently teaching and having their loans cancelled.

There have been 703 borrowers to have their loans paid out. Of these, 239 paid off their loans through regular monthly payments, loan consolidations or through partial cancellation (i.e. taught less than 5 years). In addition, the loans for 7 borrowers were repaid through the filing of a death claim and 15 borrowers have filed a disability claim. Three hundred ninety four (407) had their loans cancelled 100% by fulfilling their teaching requirement.

The following is a breakdown of those who taught for the 2019-20

Career Changers	
CRITICAL AREA	**NUMBER OF BORROWERS**
(Based upon last subject/geographic area provided)	
Art and Geographic Area	1
Business/Marketing/Computer Technology and Geographic Area	
Career & Technology	
Career & Technology and Geographic Area	1
Early Childhood Education	1
Early Childhood Education and Geographic Area	1
English	3
English and Geographic Area	1
Library Science	7
Library Science and Geographic Area	4
Math	2
Math and Geographic Area	
Middle School	12
Middle School and Geographic Area	12
Music and Geographic Area	
Physical Education	1
Science	3
Science and Geographic Area	
Social Studies	2
Social Studies and Geographic Area	1
Spanish and Geographic Area	1
Special Education	8
Special Education and Geographic Area	6
Speech Language Therapist and Geographic Area	
Speech/Drama	
Geographic Area Only	26
Total	**93**

Critical Needs Applications 2019-20		
Approved	$340,122.00	455
Cancelled	Miscellaneous	12
Cancelled	By Request of Borrower	1
Denied	Defaulted Student Loan	2
	SLC Account Currently Delinquent	1
	Out of Money	5
	Received Maximum Annual & Cumulative	4

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	BabyNet	**Address**	1801 Main Street Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$3,926,408	**FY 2021-22 EIA Funding Request**	$3,926, 408

Program Contact	Jennifer Buster	**Division/Office**	BabyNet Policy
Contact Title	IDEA Part C Program Manager	**Address**	1801 Main Street Columbia, SC 29201
Contact Phone	803-898-3068	**Contact E-Mail**	Jennifer.Buster@scdhhs.gov

Summary of Program:
The IDEA Part C Program (BabyNet) is South Carolina's system of early intervention services to infants and toddlers with disabilities and their families. BabyNet is authorized under P.L. 108-446, the Individuals with Disabilities Education Act (IDEA) of 2004, with regulatory guidance in 34 CFR 303. It is federally administered by the US Department of Education, Office of Special Education Programs, and adjudicated by the US Department of Justice, Office of Civil Rights. Beginning in SFY 2018, the South Carolina Department of Health and Human Services (SCDHHS) assumed State Lead Agency responsibilities for BabyNet per Executive Order 2016-20. BabyNet is required to be administered as an interagency, interdisciplinary, community-based, and family-centered system of supports and services to both infants and toddlers ages birth to 36 months of age who have either diagnosed developmental disabilities or significant delays in development, as well their families. Services must be provided in the context of the family's home and community routines and activities by qualified professionals and must address the outcomes established in the Individualized Family Service Plan (IFSP).

This line, originally designated for autism services, is mixed and blended with other state and federal fund sources to support early intervention services for families participating in South Carolina's IDEA Part C Program. We recommend re-naming this line to "IDEA Part C" for two reasons:

1. Since transitioning to the Medicaid agency, the BabyNet program is focused on complying with the provisions of 24 USC §1411 (e) (3) (H) as expressed in 34 CFR 303.510 requiring payment coordination between the Part C and Medicaid program, these funds will increasingly be used as state match to leverage Medicaid funding; and

2. SCDHHS transitioned from a PDD waiver for autism services to broad access under EPSDT will shift cost to the Medicaid agency, allowing the Part C program to reduce its structural deficit.

- 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, 2020.**
- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, 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)	$3,926.408	%
Other (Please Explain)	$	%
TOTAL:	$3,926.408	%

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%

EIA Programs Administered by Partnerships/Programs/Agencies

Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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:
44-7-2510 (Infants and Toddlers with Disabilities Act)
59-36-50 (Transition from IDEA Part C services to Part B)

63-11-1735 (Maintenance of Effort)

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

Act 97 of 2017): 33.24; 117.98;117.133

Regulation(s):

Regulatory guidance can be found in 34 CFR 303

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.

X	Yes		No

If yes, please describe:

Individuals with Disabilities Education Act (IDEA)

Part C Annual Grant Application, which includes BabyNet program policies and procedures

EIA Programs Administered by 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 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence;
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	**South Carolina's Part C program has a history of comprehensive and longstanding noncompliance with Federal Part C requirements.**
Goal	**The program will demonstrate sustained improvement over the next 1-3 fiscal years, with specific targets to improve both overall performance and specific compliance ratings. Program improvements will directly impact servies to young children and will assist in putting them on the path to meet the Profile of the SC Graduate.**

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

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The US Department of Education, Office of Special Education Programs (OSEP) requires Part C programs to have a system of collecting valid and reliable data. In order to accomplish this, SCDHHS continued efforts to integrate the Part C data system (BRIDGES) with Medicaid's data systems to collect and ensure valid and reliable data for services delivered by the BabyNet program.	• The program participated in weekly meetings to integrate the data systems. • The BabyNet program trained Babynet providers as changes occured within the data systems.	• Beginning November 2019, providers only had to enter data into BRIDGES to receive payment services delivered.	• The project moved from Phase II to Phase III. • The Bridges Integration project is coming to a close.	As fewer data systems were used to capture BabyNet information, South Carolina's data presented to the US Department of Education, Office of Special Education Services was valid and reliable for the first time in the program's history.
The IDEA/Part C program implemented the interim general supervision plan as required by 34 CFR § 303.700. The goal of this plan is to identify program noncompliance.	• Ran data reports for Indicators 1 (Timely Services) and 7 (Timely Evaluations). • Analyzed data on Indicators 1 and Indicator 7 reports to identify non-compliance at the System Point of Entry (SPOE) level. • Findings were issued by district	• Identified and issued findings of noncompliance by SPOE district in Oct. 2019. Letters were sent to state staff issuing the findings and requiring follow-up. • IDEA Part C providers were made aware of General Supervision and its components and requirements.	• This is the first time in the IDEA Part C, BabyNet program's history that this type of monitoring has occurred. • The SPOE regions received their findings and began working collaboratively at the local level to improve their data.	• Indicator 1 data reports the percent of infants/toddlers with Individualized Family Service Plans (IFSP) receiving early intervention services in a timely manner. South Carolina defines timely as within 30 days of identification.

EIA Programs Administered by Partnerships/Programs/Agencies

	for the first time in the program's history.			• Indicator 7 data reports the percent of eligible infants and toddlers with Individualized Family Service Plans (IFSP) for whom an initial evaluation and assessment and initial IFSP was conducted within Part C's 45-day timeline. • By implementing a monitoring system, the state moves closer to improving its standing with the US Department of Education, Office of Special Education Programs.

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	South Carolina's Part C program has a history of comprehensive and longstanding noncompliance with Federal Part C requirements.			
Goal	The program will demonstrate sustained improvement over the next 1-3 fiscal years, with specific targets to improve both overall performance and specific compliance ratings. Program improvements will directly impact servies to young children and will assist in putting them on the path to meet the Profile of the SC Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The development, submission and approval of a full General Supervision Plan by the OSEP. This requirement was established as a condition of our FFY 2020 Grant funding.	• Use the current Interim General Supervision Plan to develop the full plan to be submitted for approval by OSEP. • Participate in technical assistance opportunities offered by national technical assistance providers such as the Early	• When the full General Supervision Plan is approved by OSEP.	• When IDEA Part C providers are issued findings using the full General Supervision plan.	• Using the IDEA Part C Indicators of Performance to assist in the determination of findings.

EIA Programs Administered by Partnerships/Programs/Agencies

	Childhood Technical Assistance Center (ECTA) and The Center for IDEA Early Childhood Data Systems (DaSy).			
Continue to implement the State Systemic Improvement Plan (SSIP), a comprehensive, multi-year plan that focuses on improving results for infants, toddlers, children and youth with disabilities. The SSIP is Indicator 11 in the national Part C IDEA Indicators.	• Continue training staff on the Routines Based Interview (RBI), an evidenced based practice designed to assist families in developing goals and outcomes through semi-structured interviews that examine day to day activities within the context of the family's daily routines.	• When the staff who attended subsequent RBI trainings, begin training their staff within their local programs/agencies.	• By late 2021, all staff in SC should be trained in the RBI process and implementing it within their local programs/agencies.	• Child outcome scores increase • Family outcome survey scores increase
Fiscal Year 2021-22				
Problem/Issue	**South Carolina's Part C program has a history of comprehensive and longstanding noncompliance with Federal Part C requirements.**			
Goal	**The program will demonstrate sustained improvement over the next 1-3 fiscal years, with specific targets to improve both overall performance and specific compliance ratings. Program improvements will directly impact servives to young children and will assist in putting them on the path to meet the Profile of the SC Graduate.**			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers	**Measures and Assessment Tools** (How do you measure your outputs and

EIA Programs Administered by Partnerships/Programs/Agencies

program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	and/or address the problem?)	implementation progress and progress toward completing activities.)	that indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
As longstanding noncompliance issues are resolved, the program will shift its efforts to focus more heavily on child and family centered evidenced-based program improvements.	• The program will investigate and consider additional evidence-based practices in an effort to improve services and outcomes for children and families.	• When Part C IDEA Indicator scores improve in the areas of child and family outcomes.	• When South Carolina's determination by OSEP moves from "needs assistance" to "meets requirements."	• South Carolina's data is reported each year in it's State Performance Plan/Annual Performance Report (SPP/APR). The SPP/APR consists of 11 Part C IDEA Indicators for which the state must submit data.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

South Carolina was operating under a Corrective Action Plan (CAP) to address four areas of noncompliance within the BabyNet program:

- General Supervision
- Service Provision
- Data
- State Systemic Improvement Plan

The CAP was completed in fiscal year 2019-20 and all items were noted to have been completed in the July 1, 2020 grant letter from OSEP.

Fiscal Year 2020-21:

South Carolina received conditional approval of their federal grant for federal fiscal year 2020 under Part C of the Individuals with Disabilities Education Act. The specific conditions required under the grant include the following:

- A progress report sent to the OSEP on November 1, 2020 that includes copies of letters notifying early intervention programs of any noncompliance based upon Indicators 1 & 7 and the actions required by the early intervention programs, as well as the status of correction of the findings issued in October 2019. This progress report must also include updated valid and reliable data for Indicators 1 (timely services) and Indicator 7 (timely evaluations).
- A progress report sent to the OSEP on May 1, 2021 that includes updated information on the number of findings of noncompliance issued through March 2021 and the status of correction of these findings. This progress report must also include updated valid and reliable data for Indicators 1 (timely services) and Indicator 7 (timely evaluations).
- The development of a full General Supervision plan by the OSEP.

The impacts of COVID-19 on Part C programs and the data we are required to report to the OSEP annually.

Fiscal Year 2021-22:

- Requirements from the US Department of Education, Office of Special Education Programs, including any new requirements of states or changes to existing processes.
- The impacts of COVID-19 on Part C programs and the data we are required to report to the OSEP annually.

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.

The goal of early intervention is to deliver services young children with disabilities and their families in an effort to mitigate delays in development and support the child and family in the context of their daily routines. The IDEA/Part C program measures child outcomes when children enter and exit the program. The three child outcomes are:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
3. Use of appropriate behaviors to meet their needs.

The IDEA/Part C program also measures family outcomes to determine whether the services delivered had an impact on the family's ability to care for their child, make informed decisions regarding their care and participate in community activities with their child. This information is captured using the *Family Outcome Survey.* South Carolina is required to report on the percent of families participating in Part C who report that early intervention (EI) services have helped their family:

1. Know their rights;
2. Effectively communicate their children's needs; and
3. Help their children develop and learn.

Through a contract with the Team for Early Childhood Solutions at the University of South Carolina-School of Medicine, family satisfaction surveys are sent to all families receiving IDEA Part C services during February of each year. Families are asked to provide feedback on their services and the service providers working with their child and family. Indicator 4 of the State Performance Plan/Annual Performance Report (SPP/APR) also requires states to survey families upon exit to measure their outcomes after receiving Part C services. The state recently revised these processes and launched a pilot in ten counties in the Midlands region. This pilot includes surveying families after receiving Part C services for 6 months and again 1 month after they exit the program. The pilot group receives increased education and awareness information by Service Coordinators, along with improved dissemination practices. The state expects this pilot to improve response rates and provide a more accurate representation of families' Part C experiences. The state will periodically evaluate the pilot project, make necessary improvements, and scale up to statewide implementation on July 1, 2021.

The IDEA/Part C program was also required to complete a State Systemic Improvement Plan (SSIP) by the Office of Special Education Programs. The SSIP is a multiyear plan that comprehensively focuses on improving results for infants, toddlers and their families who receive Part C services. The goal of the South Carolina's SSIP is to improve the families' ability to help their child learn and develop shortly after entering the program. The two main strategies to help meet this goal are implementing an improved Family Outcomes Measurement System and initiating a new family assessment process. South Carolina will submit their Phase III, year 2 report in April 2021.

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.

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- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. **External Evaluation**

Has an

Data for the IDEA Part C system is collected through the BRIDGES data system used by service coordinators and service providers. This data includes information related to service delivery to children including; service name, service date, frequency, intensity, duration, and setting. Part C data is then reported to the OSEP through the annual SSP/APR and other reports such as the State Systemic Improvement Plan and any required progress reports.

The IDEA Part C program continues to provide services to infants and toddlers with diagnosed developmental disabilities or significant delays in their development. Enrollment has increased significantly since the program transferred to SCDHHS, with 6911 children currently being served. South Carolina's referral numbers for children birth to twelve months and birth to thirty six months have increased consistently over the last year.

Additional outreach to partnering and child-serving agencies has been conducted to encourage referrals to the BabyNet program. Family outcome surveys continue to be dissiminated to gather feedback from previous recipients. That data is used to provide technical assistance and guide program improvement.

Referral Data for the BabyNet program:

FFY	Number of Children Referred	Number of Children Found Eligible
7/1/19-6/30/20	14612	6173
7/1/20 to present	3895	1408

independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

OSEP staff visited South Carolina in April 2019 to conduct a Differentiated Monitoring and Support (DMS) Visit. The focus of a DMS visit is to move beyond compliance to determine whether the Part C program is improving results for children with disabilities and their families. The areas of focus for a DMS review include both quantitative and qualitative reviews of; results, compliance, State Systemic Improvement Plan and Fiscal. South Carolina has cleared all outstanding findings as a result of that visit.

During FFY 2019-2020, the OSEP required the submission of two progress reports in October 2019 and May 2020 to provide updated data on timely services and eligibility evaluations. Two additional reports are required to be submitted as a condition of South Carolina's FFY 2020 grant approval. Those progress reports are due on November 1, 2020 and May 1, 2021.

Program Planning and Fiscal Information

4. Recommendations

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

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

 If "Yes," please describe recommendations below:

Section 44-7-2570 of the SC Code of Laws defines the financial responsibility for parents and families participating in South Carolina's early intervention system, to include the responsibility of private insurance to reimburse for services otherwise covered by a beneficiary's health plan. SCDHHS recommends a clarifying amendment to §44-7-2570(B) to conform with 34 CFR 303.520(b)(2), which mandates that the state may not compel the use of private insurance for IDEA Part C services if families would experience a loss of benefits or premium increases as a result.

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5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$5,082,050	$3,926,408
General Fund	$ 13,366,228	$19,720,980
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
IDEA Part C Grant Funding	$6,471,921	$6,612,159
Medicaid	$ 13,443,225	$13,340,980
CHIP	$ 807,443	$ 807,399
FFCRA (COVID-19)	$ 857,781	$ 702,580
Other (specify): Agency Cash	$ 563,653	$ 1,082,151
Carry Forward from Prior Year		
Total:	**$ 40,592,301**	**$46,192,658**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	$ 3,374,339	$ 3,105,833
Contractual Services	$ 2,063,705	$ 2,805,300
Supplies & Materials	$ 634,018	$ 82,351
Fixed Charges	$ 408,752	$ 437,068
Travel	$ 34,759	$ 54,517
Equipment		
Employer Contributions	$ 1,500,535	$ 1,381,164
Utilities	$ 10,287	$ 10,000
Case Services	$ 32,565,906	$38,316,426
Allocations to Districts/Schools/Agencies/Entities	$ -	$ -
Other: Transfers	$ -	$ -
Balance Remaining	$ -	$ -
TOTAL:	**$ 40,592,301**	**$46,192,658**
# FTES:	**95**	**95**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____X_____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 2020-21	**$0**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$0**

      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 2021-22?

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 $_117,792 and would impact the program accordingly: _____The program impact would be minimal as the agency would absorb this reduction._____

      5% Reduction in EIA funding equates to $196,320_ and would impact the program accordingly:

      ___ The program impact would be minimal as the agency would absorb this reduction._____

      7% Reduction in EIA funding equates to $_274,848_ and would impact the program accordingly:

      ____ The program impact would be minimal as the agency would absorb this reduction. _____

      10% Reduction in EIA funding equates to $392,640_ and would impact the program accordingly:

      _A 10% reduction is less than 1% of the overall BabyNet program budget, so the agency would

      address such a cut at that time. _____

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.

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	**Call Me MiSTER**	**Address**	202 Holtzendorff Hall Clemson, SC 29634

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$500,000**	**FY 2021-22 EIA Funding Request**	$500,000

Program Contact	**Dr. Roy I. Jones**	**Division/Office**	Clemson University
Contact Title	**Executive Director**	**Address**	204 Holtzendorff Hall Clemson, SC 29634
Contact Phone	**864-656-7915**	**Contact E-Mail**	royj@clemson.edu

Summary of Program:

Clemson's Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is an innovative and effective leadership development program for African American males to prepare and place them as teachers and role models in some of South Carolina's poorest and most underserved communities and elementary schools. Student participants are largely selected from among underserved, socio-economically disadvantaged and educationally at-risk communities. Call Me MISTER is housed at Clemson University, yet partnerships have been developed with 24 four-year and two-year institutions in South Carolina. The Call Me MISTER program aligns with the profile of the South Carolina Graduate by addressing world class skills, specifically identified as innovation, collaboration and teamwork.

Call Me MISTER currently serves 186 students enrolled in 25 participating institutions in South Carolina, including 17 four-year partners and 8 two-year partners. The program provides:
• Tuition support for admitted students pursuing approved programs of study in teacher education
• An academic support system to help ensure success
• A cohort system for social and cultural support
• Assistance with job placement
Since its inception Call Me MISTER has graduated 257 fully certified career teachers. However due to population growth the overall percentage of African American males remains about the same.

Anderson University
Benedict College
Charleston Southern University
Claflin University
Clemson University
Coastal Carolina University
College of Charleston
Lander University
Limestone University
Morris College
Newberry College
South Carolina State University
Southern Wesleyan University
University of South Carolina Aiken
University of South Carolina Beaufort
University of South Carolina Upstate
Winthrop University
Aiken Technical College
Greenville Technical College
Horry Georgetown Technical College
Midlands Technical College
Piedmont Technical College
Spartanburg Community College
Tri County Technical College
Trident Technical College

- 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, 2020.**
- 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.

1. **Allocation of Funds**

    Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$175,000	%35
Allocated to Other Entities (Please Explain)	$325,000 To partner institutions for student support	%65
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$500,000	%100

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%

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Vocational (i.e. career education, vocational equipment, etc.)	%
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):

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	X	No

If yes, please describe:

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. 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 relevant.

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.

- **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. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. 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.

- **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.

Fiscal Year 2019-20	
Problem/Issue	**South Carolina faces an overall teacher shortage that has been growing annually over the past few years. Districts reported 550 teaching positions went unfilled this academic year which is a 16% rise from the previous year (CERRA, 2018). It is both a recruitment and retention issue. Further, Call Me MISTER is designed to address the severe shortage of African American male teachers serving at the elementary school level which is less than 1% or 250 teachers serving in over 700 elementary schools. In 2015-16 the state had 48% minority students, but only 17% minority teachers (SCDE, 2017) this number continues to decline.**
Goal	**To address the severe shortage of primarily African American male teachers serving in South Carolina elementary schools by increasing the number of new enrollees by 5% or 9 students annually among 17 4-year colleges and increasing the number of graduates by 5% or 12 teachers annually. In addition, the program will increase the 2-year college enrollment by 50% or 8 students annually among 8 2-year colleges.**

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
To build and develop a network of collaborating colleges and school districts for identifying and recruiting prospective pre-service teachers. Incentivize students by	Provide a developmental framework to ensure a pathway of successful matriculation. Through a cohort model, living learning communities and	Since its inception Call Me MISTER has graduated 257 fully certified career teachers. 85% of MISTERS are still teaching in S.C. public schools. 12% are serving as school administrators. 1% are serving as	The program graduated 17 new MiSTERs in 2018-19 which exceeded our goal of 12. We have also increased our new enrollees for 2019-20 totalling 33 which	80% of juniors officially accepted into teacher education programs. All college partners will enroll between 3-5 students annually.

providing some financial assistance and support services.	regular individual and group mentoring.	college faculty. 2% are teaching in other states.	significantly exceeded our goal.	

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
To build and develop a network of collaborating colleges and school districts for identifying and recruiting prospective preservice teachers. Incentivize students by providing some financial assistance and support services.	Provide developmental framework to insure a pathway of successful matriculation. Through a cohort model, living learning communities and regular individual and group mentoring.	Since its inception Call Me MISTER has graduated 257 fully certified career teachers. 85% of MISTERs are still teaching in S.C. public schools. 12% are serving as school administrators. 1% are serving as college faculty. 2% are teaching in other states.		
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)

EIA Programs Administered by Partnerships/Programs/Agencies

used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)		progress toward completing activities.)	indicate impact on population being served.)	
To build and develop a network of collaborating colleges and school districts for identifying and recruiting prospective preservice teachers. Incentivize students by providing some financial assistance and support services.	Provide developmental framework to insure a pathway of successful matriculation. Through a cohort model, living learning communities and regular individual and group mentoring.	Since its inception Call Me MISTER has graduated 257 fully certified career teachers. 85% of MISTERs are still teaching in S.C. public schools. 12% are serving as school administrators. 1% are serving as college faculty. 2% are teaching in other states.		

EIA Programs Administered by Partnerships/Programs/Agencies

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
• Declining interest among traditional high school graduates to pursue teaching as a major.
• The Praxis Core exam is a real hurdle and challenge for many potential pre-service teachers.
• Increasing cost of higher education and perceived low salary of teachers in a competitive labor market.

Fiscal Year 2020-21:
- Declining interest among traditional high school graduates in pursuing teaching as a major.
- The Praxis Core exam continues to be a hurdle and challenge for many 'minority' preservice teachers.
- Significantly low SAT and ACT college entrance exam scores among South Carolina's 'minority' high school graduates.
- The correlation between the increase cost of higher education and perceived low salary of beginning teachers in a competitive labor market.
- The Covid19 pandemic has significantly impacted our planned spring and especially summer 2020 activities.

Fiscal Year 2021-22:
- Declining interest among traditional high school graduates in pursuing teaching as a major.
- The Praxis Core exam will continue to be a hurdle and challenge for many 'minority' perservice teachers.
- The significantly low SAT and ACT preparation and scores among South Carolina's 'minority' high school graduates especially among males will continue to be a major problem for aspiring college students.
- The correlation between the increase cost of higher education and perceived low salary of beginning teachers in a competitive labor market.

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.

Biannually at the beginning of each semester, every partner institution must submit an updated roster (see attached) that includes MISTERs in good standing. Our allocation of funding is directly tied to an institution's enrollment. Every partner operates with a formal license agreement issued by Clemson University and they must renew their license agreement annually. Every institution is required to complete and return a matrix form on every student (see attached). The program hosts an annual statewide summit. The program hosts an annual graduation, recognition ceremony for every graduating MISTER. To date, 99% of MISTER graduates had contract offers immediately upon graduation.

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.

1) The program has not shifted or deviated at all from its original plan;
2) Due to major adjustments made in response to covid19 pandemic, the program implementation has been operating virtually in communication with all of our partners
3) The program is reaching the intended target population and number of participants
4) The program is leading to expected outcomes
5) We are able to determine recipients perceptions of services, benefits and activities through our weekly interactions with individual recipients and group meetings with recipients

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EIA Programs Administered by Partnerships/Programs/Agencies

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____ Yes   _____X_____
No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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   _____X_____ No

 If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:	$1,300,000	$1,300,000
EIA	$500,000	$500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources: license agreement fees	$13,000	$10,000
Grant	$249,400	0
Contributions	$50,000	$50,000
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**$160,800**	**$744,855**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials	$13,017	$20,000
Fixed Charges		
Travel	$59,807	$50,000
Equipment	$9,999	$10,000
Employer Contributions	$526,463	$550,000
Allocations to Districts/Schools/Agencies/Entities	$917,059	$1,100,000
Other: Transfers		
Balance Remaining	$744,855	$874,855
TOTAL:		
# FTES:	**4**	**5**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

        A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

        _____X_____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 2020-21	$
Amount of increase requested in EIA funding for FY 2021-22	$
Amount of decrease requested in EIA funding for FY 2021-22	$
Total amount of EIA funding requested for FY 2021-22	$

        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 2021-22?

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 $15,000 and would impact the program accordingly: 6 students enrolled at our institutions would not be supported_

        5% Reduction in EIA funding equates to $25,000 and would impact the program accordingly: 10 students enrolled at our institutions would not be supported_

        7% Reduction in EIA funding equates to $35,000 and would impact the program accordingly: 14 students enrolled at our institutions would not be supported_

        10% Reduction in EIA funding equates to $50,000 and would impact the program accordingly: 20 students enrolled at our institutions would not be supported_

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.

Request for EIA Program Funding for Fiscal Year 2021-22 and Program Report for Fiscal Year 2019-20
EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	EEDA/Regional Education Center	**Address**	1201 Main Street Suite 1600 Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$1,952,000	**FY 2021-22 EIA Funding Request**	

Program Contact	**Elisabeth Kovacs**	**Division/Office**	**SC Dept. of Commerce**
Contact Title	**Deputy Director for Workforce Development**	**Address**	**1201 Main St.** **Columbia, SC 29201**
Contact Phone	**803-737-2329**	**Contact E-Mail**	**ekovacs@scommerce.com**

Summary of Program:
As defined by the Education and Economic Development Act, the Regional Education Centers are to coordinate and facilitate the delivery of information, resources and services to students, educators, employers and the community.

- 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, 2020.**
- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$1,952,000	100%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$1,952,000	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support	%

EIA Programs Administered by Partnerships/Programs/Agencies

(i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
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: Chapter 59 of Title 59 Section 59-59-180 Section 13-1-1810 Section 13-1-1820

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

1A.43.   (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1A.44.   (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

Regulation(s): N/A

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   _____X_____   No

If yes, please describe:

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Number of educators receiving information, resources, and services at sponsored events	**8,000**	**8,993**	
	Number of students receiving information, resources, and services at sponsored events	**42,500**	**62,442**	
	Number of high schools and technical colleges participating in the Renaissance	**225**	**243**	

EIA Programs Administered by Partnerships/Programs/Agencies

	Manufacturing Initiative during the current period			
	Number of existing industries participating in the Renaissance Manufacturing Initiative during the current period	225	267	

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Number of educators receiving information, resources, and services at sponsored events	**6,000**		
	Number of students receiving information, resources, and services at sponsored events	**33,000**		
	Number of high schools and technical colleges participating in the Renaissance Manufacturing Initiative during the current period	**250**		

EIA Programs Administered by Partnerships/Programs/Agencies

	Number of existing industries participating in the Renaissance Manufacturing Initiative during the current period	250		
Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Number of educators receiving information, resources, and services at sponsored events	7,500		
	Number of students receiving information, resources, and services at sponsored events	35,000		
	Number of high schools and technical colleges participating in the	250		

EIA Programs Administered by Partnerships/Programs/Agencies

	Renaissance Manufacturing Initiative during the current period		
	Number of existing industries participating in the Renaissance Manufacturing Initiative during the current period	**250**	

EIA Programs Administered by Partnerships/Programs/Agencies

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

Fiscal Year 2020-21:

Fiscal Year 2021-22:

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.

Will continue to measure the number of students and educators receiving information and/or resources related to types of jobs available.

Will measure the number of students and high schools utilizing Tallo (formerly STEM Premier) and analytics associated with student activity regarding scholarship opportunities and business and post-secondary engagement.

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' or recipients/ perceptions?

All REC activities contribute through a variety of ways to include:
Career Development Facilitator training for educators
Career fairs, business/industry showcases and tours, soft skills workshops and other conferences for educators and students
Virtual STEM Educator Days
Supporting College application days
Virtual Boeing Dreamliner
Tallo/Ping Initiatives
Virtual E-learning Resources

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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**   _____x_____ **No**

If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	1,952,000	1,952,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (Refund of PY Expenditure):	200	
Carry Forward from Prior Year	**$215,041**	**264,402**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	1,032,542	1,050,000
Contractual Services	3,677	60,000
Supplies & Materials	17,857	40,000
Fixed Charges	1,545	20,000
Travel	43,233	46,402
Equipment		
Employer Contributions	387,065	400,000
Allocations to Districts/Schools/Agencies/Entities	416,920	450,000
Other: Transfers		
Total Expenditures	1,902,839	2,066,402
Balance Remaining	264,402	150,000
TOTAL:	**2,167,241**	**2,216,402**
# FTES:	**12**	**12**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

    A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____X_____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 2020-21	$
Amount of increase requested in EIA funding for FY 2021-22	$
Amount of decrease requested in EIA funding for FY 2021-22	$
Total amount of EIA funding requested for FY 2021-22	$

    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 2021-22?

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 $58,560 and would impact the program accordingly: FY20-21, the Department has developed a budget plan for FY20-21 with a potential 7.5% reduction potential. Any actual reduction would come from these funds.

    5% Reduction in EIA funding equates to $97,600 and would impact the program accordingly: FY20-21, the Department has developed a budget plan for FY20-21 with a potential 7.5% reduction potential. Any actual reduction would come from these funds.   If this reduction continues over a two-year period without a replenishment of the funds, then travel and event costs would be reduced which will result in less educational opportunities of students and parents about job and employment opportunities in their region.

    7% Reduction in EIA funding equates to $138,640 and would impact the program accordingly: FY20-21, the Department has developed a budget plan for FY20-21 with a potential 7.5% reduction potential. Any actual reduction would come from these funds.   If this reduction continues over a two-year period without a replenishment of the funds, then travel and event costs would be reduced which will result in less educational opportunities of students and parents about job and employment opportunities in their region.

    10% Reduction in EIA funding equates to $195,200 and would impact the program accordingly: FY20-21, the Department has developed a budget plan for FY20-21 with a potential 7.5% reduction potential. Any actual reduction

21

would come from these funds.   If this reduction continues over a two-year period without a replenishment of the funds, then travel and event costs would be reduced which will result in less educational opportunities of students and parents about job and employment opportunities in their region.

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.

EIA Programs Administered by 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, 2020.**
- 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	**TransformSC**	**Address**	1411 Gervais Street Suite 450 Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$400,000	**FY 2021-22 EIA Funding Request**	$400,000

Program Contact	**Margaret Torrey**	**Division/Office**	SC Council on Competitiveness
Contact Title	**Director of TransformSC**	**Address**	1411 Gervais Street Suite 450 Columbia, SC 29201
Contact Phone	**803 760 1400**	**Contact E-Mail**	ptorrey@sccompetes.org

Summary of Program:

TransformSC (TRSC) began in 2013 to transform public education so that every student graduates prepared for citizenship, college, and careers. The initiative it has grown to include 73 schools from 29 districts and 7 entire districts participating at the district level. All are transforming instruction and student learning through a combination of innovative practices such as project-based learning, blended learning, competency-based progression, continuous assessment, and creating a culture of innovation in their schools and communities. Interested schools and districts develop a three-year innovation plan outlining their transformational practices. By the end of the third year, the school's approach to innovation should include every student, every teacher, every classroom, every day. Schools work with mentor schools and districts that are already well into the transformation process. TRSC provides support to its network schools in a number of ways including professional development events that allow them to hear and work with national and state transformational leaders including an annual conference, a variety of Institutes, visits with businesses across the state to ascertain better education and workforce planning needs; a bus tour for legislative and business leaders to visit network schools that showcase their innovations; and a new focus on alternative, comprehensive assessment to address more of the characteristics and skills on the Profile of the SC Graduate. Regular studies and polls are conducted using outside vendors to look at results and ascertain what is working so that successful practices can be shared and scaled.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$ 400,000.00	% 100.0
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$ 400,000.00	% 100.0

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

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:
N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
1A.52

Regulation(s):
N/A

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	_____XX_____	No

If yes, please describe:
N/A

EIA Programs Administered by 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 2019-20) that identifies the strategies, activities, outputs, and outcomes, which were employed and actual impact of the program/project using data and evidence.
2. for the current fiscal year (FY 2020-21) that identifies the strategies, activities, outputs, 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 2021-22) that identifies the strategies, activities, outputs, 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 relevant.

Fiscal Year 2019-20	
Problem/Issue	America's education system was designed for the industrial age and is badly outdated. It cannot produce the results needed for the 21st century and beyond. South Carolina must radically change its PK-12 education system to increase the number of students graduating ready for college, career, and citizenship without remediation and with globally recognized knowledge and certifications.
Goal	To transform public education in South Carolina so that every student graduates prepared for citizenship, college, and careers.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

Our approach is grassroots with schools tailoring their innovation to their community and needs. Schools apply to join the network by submitting a three year innovation plan. Approaches must include every student, every teacher, every classroom, every day. However, we always look for instructional approaches that are student-centered, personalized, and enhanced with technology that use each of these elements to ensure that ALL learners achieve ALL aspects of the Profile of the SC Graduate so that they are well prepared for careers, college, and citizenship.	1. TransformSC supports its network of schools by providing events and training that highlight innovation and enhance its implementation, matching schools and their innovative approaches for visits and mentoring, and promoting innovative practices that can be replicated around the state	1. Participants fill out evaluations for every event that we sponsor and we use the evaluations to improve and offer even more relevant opportunities. 2. TRSC commissioned a multi-year study with the Riley Institute of several TRSC schools engaged in project-based learning ("PBL"). 3. A study was also commissioned by the Riley Institute of ALL TransformSC schools. They studied all publicly available data for each school.	Please see results column for evaluation information from the bus tour and the MB Kahn visit. Unfortunately, due to covid-19 we had to postpone the assessment convening. Phases one and two of the Riley Study of ALL TransformSC schools was completed. They delivered a comprehensive report on all schools combined as well as individual school reports which were shared with each school. The phase two demographic reports found some differences in favor of TRSC schools. See results column.	During the past year, the network grew from 69 to 73 schools. The bus tour, focused in the Midlands, had a waiting list and had more legislative participation than ever before. 100% of participant evaluations rated it a 5 out of 5, said the information was helpful, and said they would attend again and bring friends and colleagues. Participants from the MB Kahn visit rated it as extremely helpful and asked for more such events. The assessment convening had to be postponed but was "sold out" and follow-up emails continue to arrive asking for a new date as soon as possible. **Riley Study 2011--2018** **Phase One**--aggregate data. TRSC results were compared with state averages and generally

				showed little to no differences. Content knowledge in ELA and Math decreased for all. ACT scores decreased for all. graduation rates increased for all. Student engagement decreased for all. TRSC decreased discipline referrals while state increased. Career Readiness decreased for all, but TRSC more than state. Teacher Retention rates decreased for all, but TRSC more than state. **Phase two--sub-group data** **1. TRSC Economically Disadvantaged Students** ELA and Math content knowledge increased more than state. Career Readiness increased more than state and was consistently higher.

				2. TRSC African American Students Career readiness increased more than state and was consistently higher. Four-year graduation rates were higher. **3. TRSC Hispanic Students** Career Readiness increased more than the state and was consistently higher

Fiscal Year 2020-21	
Problem/Issue	Although South Carolina has been a model for the country in its adoption of the Profile of the SC Graduate, the state has not developed or come to consensus around a set of specific, tracked, measurable goals for P-12 education's progress toward and attainment of the targets set out so well in the Profile or developed an accountability system that assesses all the essential skills and characteristics outlined. How do we ensure that the promise of the Profile is realized by ALL of our students and that they are successfully prepared for careers and further education?
Goal	To continue to transform public education in South Carolina so that every student graduates prepared for citizenship, college, and careers and the full promise of the Profile is realized.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
In 2012, the Innovation Initiative Steering Team made three recommendations to the SC State Board of Education: 1. Create a public-private partnership to plan, implement, and oversee research and development of radically different approaches to education,	The Council proposes to embrace more fully the original goals of the initial Steering Team by: 1. Conducting a poll of the business community across South Carolina to determine skills	**1. Poll:** **Contract with national polling entity** **Drafts of the polling questions,** **lists of businesses (types, sizes, sectors, etc.) to be included,** **poll design and plan**	**1. Poll:** **Preliminary results** **2. Research and work on assessment:** **Record of convening,** **Work with schools,** **Measures used in schools** **One-page document summarizing national work and progress**	**1. Poll:** **Final poll results** **Comparison between results and current skills and characteristics listed on Profile of SC Graduate.**

2. Establish a Grassroots Innovation Network, and, 3. Focus intensively on developing aligned PK-20 outcomes for a successful 21st century learner. While TransformSC efforts to date have addressed parts of these goals, more needs to be done. One clear area for further study and work is **research on and advocacy for an assessment and accountability system that includes all areas of the Profile.** Only the "content knowledge" section of the Profile is currently assessed. Critical attributes for success such as collaboration, creativity, critical thinking, and problems solving, perseverance and many more currently are not addressed in our approaches to accountability. TRSC needs to be a leader in exploring, sharing, and encouraging these more comprehensive assessments in SC, both in practice and policy	and characteristics needed in a post-Covid 19 world. This poll would update the one conducted when TransformSC began that informed the skills and characteristics included on the Profile. 2. researching and advocating for an assessment and accountability system that includes all areas of the Profile, 3. leading (partnering closely with the education community and others) the development of a set of measurable goals, based on the Profile, tracking progress toward those	**2. Research on assessment reschedule assessment convening (cancelled in March 2020) with national experts continue work with NCEA, KnowledgeWorks, NTN, etc. work with several TransformSC schools (River Bluff HS and Meadow Glen Middle who are using EL, the NTN schools, and Red Bank Elementary with CBL) to assess work underway Share work being done around the country with our network, policy makers, the business community, etc.** **3. Development of measurable, statewide goals based on the Profile of the SC Graduate Convene stakeholders Come to consensus on goals for each section Agree on appropriate ways to measure each section (use rubrics**	**3. Development of statewide goals Document with statewide goals and agreed upon measures** **4. Annual report Develop format for annual report** **5. Advocacy PR one-pagers and flyers around the work and the relationship between achievement of the Profile and career and college success**	**2. Research and work on assessment Summary of work and recommendati ons for policy considerations to expand comprehensive ness of assessment** **3. Statewide goals document and consensus across the state on those targets** **4. Draft for annual report the following year** **5. PR collateral developed with distribution information**

A second opportunity and need, mentioned above, is that of **leading the development of a set of measurable goals, based on the Profile, tracking progress toward those goals, and producing an annual report on that progress.** Several sets of general education goals exist in SC, such as the SC Chamber of Commerce's education and workforce goals for 2035 and the EOC's goals for 2025. However, neither has widespread recognition and consensus from or the buy-in of all necessary stakeholders nor is either aligned with the Profile. TransformSC, under the umbrella and leadership of the SC Council on Competitiveness, has representation from a wide variety of interested communities: business leaders; policymakers; educators, from the pre-school to the post-secondary levels; education associations; non-profits; parents; and students, and is well positioned to lead stakeholders in the development and tracking of comprehensive goals specific	goals, and producing an annual report on that progress, 4. producing an annual State of Education in South Carolina one-pager (in addition to the longer report mentioned above) that provides a snapshot of student achievement and progress toward the Profile-specific consensus goals to keep leaders and policy-makers informed, and 5. providing independent, non-partisan advocacy and research to drive collaboration across the business, non-	**developed by SCDOE as foundation)**		

to the Profile of the SC Graduate.	profit, and education communities around increasing student success.			
Fiscal Year 2021-22				
Problem/Issue	Although South Carolina has been a model for the country in its adoption of the Profile of the SC Graduate, the state has not developed or come to consensus around a set of specific, tracked, measurable goals for P-12 education's progress toward and attainment of the targets set out so well in the Profile or developed an accountability system that assesses all the essential skills and characteristics outlined. How do we ensure that the promise of the Profile is realized by ALL of our students and that they are successfully prepared for careers and further education?			
Goal	To continue to transform public education in South Carolina so that every student graduates prepared for citizenship, college, and careers and the full promise of the Profile is realized.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
The Council on Competitiveness and TransformSC will oversee further implementation of a true business-led education think tank to shepherd agreed upon statewide education	Continue "meetings" to build consensus for statewide goals Wide dissemination and input on annual progress report	Degree of consensus reached Groups involved and input received and integrated into statewide goals document	Draft of first progress report sent out for input Documentation of practices, policies, and results	First annual progress report on statewide education goals Analysis of school practices

goals, track progress, and keep policymakers and the public informed. progress, and keep policymakers and the public informed. The Council on Competitiveness and TransformSC will continue to gather and disseminate information about alternative, comprehensive assessments that address all areas of the Profile of the SC Graduate and recommend policy changes that allow implementation of those assessments statewide. TransformSC will continue to work with schools in its network to pilot alternative assessment implementation and document the results of those efforts.	format and proposed content Iterative changes to document based on input Commission study of broad assessment results in pilot schools.	Information gathered about each group of schools, dissemination of user-friendly information on alternative assessment approaches, feedback from participants Formative assessment results from each school will be collected and analyzed.	Evaluations of "gatherings" Formative and end-of-period results will be analyzed and shared.	in alternative assessment Evaluations Results of pilot school assessments.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:

- **Clearly, Covid—19 disrupted work with schools as well as planned gatherings such as our large assessment convening and our second business visit.**

Fiscal Year 2020-21:

- **Covid—19 continues to impact work with schools (since most are not permitting visitors or outside meetings).**
- **Covid—19 continues to impact plans for large gatherings and "zoom fatigue" make virtual meetings challenging. However, we plan to work hard to limit our "meetings," but to make them interactive and impactful.**
- **We are unclear about our budget even though the year is well underway. Understandably, the legislative budget as well as those of businesses that regularly contribute are still being developed as the impact of the virus continues.**

Fiscal Year 2021-22:

- **Our work this year will, of course, be determined by how much we are able to accomplish during 2020—21. The long-term effects of Covid on revenue available and our ability to work with schools and statewide groups to develop goals and agreed upon measures are still unknown.**

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.

> Please see above. We plan to update our business poll to determine needed skills and characteristics; produce a statewide education goals document following statewide input and deliberation; produce a first draft of an annual education progress report, etc.

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' or recipients/ perceptions?

> The program IS shifting somewhat. Based on a network wide, in-depth study by the Riley Institute, we realize that we need to focus on broader assessments and a more comprehensive approach to ensuring teaching and learning around the Profile of the SC Graduate.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.
Please see above under the results column of the logic model.

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   _____XXX_____ No

If "Yes," please describe recommendations below:

N/A

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	400,000.00	400,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions	25,000.00	35,000.00
Non-Profit (Foundation, etc.)		
Other (specify): Event income, BCBSSC in-kind income	36,788.54	37,905.00
Total Revenue	**461,788.54**	**472,905.00**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	152,562.00	164,837.00
Contractual Services	125,145.96	85,000.00
Supplies & Materials	0.00	250.00
Fixed Charges		
Travel	3,857.28	4,000.00
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Event / sponsorship expenses / online fees	2,658.93	5,500.00
Other: BCBSSC in-kind expenses / marketing	84,527.51	116,405.00
Total Expenses	**368,751.68**	**375,992.00**
Balance Remaining	93,036.86	96,913.00
TOTALS – *see above*		
# FTES:	**1.66**	**1.67**

6. **Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>**

    The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):
    _____XX_____ 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 2020-21	**$400,000**
Amount of increase requested in EIA funding for FY 2021-22	**$0**
Amount of decrease requested in EIA funding for FY 2021-22	**$0**
Total amount of EIA funding requested for FY 2021-22	**$400,000**

    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 2021-22?

7. Revenue Reductions

3% equates to $12,000 and would impact the program accordingly:
The loss of $12,000 would mean cutting back on our rescheduled assessment convening and would result in having fewer speakers from the national and state levels who have been working on alternative assessments and can share their experiences, lessons learned, and advice**.**

5% equates to $20,000 and would impact the program accordingly:
The loss of $20,000 would probably mean cancelling the rescheduled assessment event and statewide discussion altogether.

7% equates to $28,000 and would impact the program accordingly:
The loss of $28,000 would mean cutting back on the contract for an updated business poll.

10% equates to $40,000 and would impact the program accordingly:
The loss of $40,000 would mean loss of the statewide assessment "event" and discussion, loss of the business poll, and possible staff impact.

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.

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	**Charter Per Pupil Funding**	**Address 3710 Landmark Dr. Ste 201** **Columbia, SC 29204**	

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$76,290,987**	**FY 2021-22 EIA Funding Request**	90,214,092

Program Contact	**Michael Thom**	**Division/Office**	Financial Services
Contact Title	**CFO**	**Address**	**3710 Landmark Drive** **Suite 201** **Columbia, SC 29204**
Contact Phone	**803-734-0117**	**Contact E-Mail**	mthom@sccharter.org

Summary of Program:
These funds are appropriated to provide educational opportunities for students attending charter schools authorized by the SC Public Charter School District (SCPCSD). For the school year 2015-16, this funding was appropriated at a level of $3,600 per weighted pupil unit (WPU) at brick and mortar schools and $1,900 per WPU at virtual schools. This funding is to supplement the base student funding to ensure that state-sponsored charter schools have the necessary funding to provide a free and appropriate public education for the more than 41,000 students across the state that have chosen these schools. This funding is required because schools authorized by the SCPCSD are not allocated local funding through their municipalities. Over the last five years, local funding for schools has increased by more than 16% per pupil on average across the state, whereas the equivalent funding through this EIA program for charter schools on a per pupil basis has not been increased. In addition, the national inflation rate has totaled 6.8% over the same period with no adjustment to the base amounts per pupil.

- 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, 2020.**
- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$1,695,974	2%
Allocated to Other Entities (Allocated to Charter Schools)	$83,102,743	98%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$84,798,717	100%

   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	%
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.)	45%

Please *exclude* National Board supplements and Teacher Supply Funds.	
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	15%
Special Education Services	10%
Health (i.e. school nurses, mental health counselors, etc.)	1%
Safety (i.e. school resource officers, etc.)	1%
Vocational (i.e. career education, vocational equipment, etc.)	10%
Facilities & Transportation	12%
District Services	2%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	4%
Adult Education	0%
4K (i.e. Half-Day and Full-Day Programs)	0%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	0%
Teacher Supply Funds	0%
National Board Supplements	0%
Other *(Please Explain)*	0%
TOTAL:	100%

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:

SC Code of Law Title 59 - Education, Chapter 40- Charter Schools

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

Part 1A, Section 1, Subsection H – Charter School District

Regulation(s):

2006 Act No. 274, Section 1, eff May 3, 2006.

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	X	No

If yes, please describe:

EIA Programs Administered by Partnerships/Programs/Agencies

Problem/Issue	By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free and appropriate education for the more than 15,000 public school students.				
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools

SCPCSD authorizes 33 independent and autonomous charter schools, with 8 schools slated to open in the 20-21 school year. Each school is responsible for developing and maintaining curriculum, teaching standards, assessments and facilities to ensure that they are contributing to closing the achievement gap in the state.	SCPCSD monitors charter school performance and takes appropriate corrective actions when charters do not meet performance standards. Additionally, the SCPCSD determines whether each charter school's performance merits replication, renewal, non-renewal, or revocation. When making recommendations to the SCPCSD Board which impact the term of a school's charter, the SCPCSD focuses on three fundamental questions consistent with the Charter Schools Act: Academic Performance: Is the educational program a success. Financial Performance: Is the school financially viable and sustainable?		Evidence of progress towards the development of a set of high-quality charter schools includes: A highly selective and rigorous application process that ensures that only those applicants which the Board determines have capability to meet the high standards of excellence to open a new school are approved. Over the course of 2018-2019 the SCPCSD Board revoked the charter of one school that was consistently unable to demonstrate measurable success in progressing towards academic proficiency for students.	90% of the SCPCSD's portfolio of schools are categorized as being in Good Standing. This means that they are meeting or exceeding the academic, operational, and equity standards established by the SCPCSD. Of those schools currently authorized by the SCPCSD, nearly 3/4 saw increases in the percentage of points earned on the indicators and measures that operationalize these standards. Further, more than 1/3 of these schools were honored as Schools of Distinction for either demonstrating levels of performance across subjects that place the school in the top quartile of statewide performance or for	**ACADEMIC PERFORMANCE** 1. **Student Achievement** 2. **Subgroup Performance** 3. **Student Growth** 4. **College and Career Readiness** 5. **Comparative Performance** 6. **State and Federal Accountability** 7. **Optional School-Specific Goals** **Financial Performance** 1. **Near Term Indicators** 2. **Sustainability Indicators** **Student Achievement** 1. **Access and Equity** 2. **Health and Safety** Leadership

EIA Programs Administered by Partnerships/Programs/Agencies

	Student and Family Rights: Is the school fulfilling its obligations to students and families?			producing levels of student growth schoolwide that far exceed state standards.	

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free an appropriate education for the more than 25,000 public school students.
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
The SCPCSD will pass on more than 98% of this proviso funding directly to our schools which enable them to develop and execute their plans for their unique programs and students.	The SCPCSD provides charter school operators and governing boards with clear expectations of school performance, timely feedback, and a transparent monitoring process.	By reviewing academic performance against established standards and by reviewing financial performance against established financial standards.	90% of the SCPCSD's portfolio of schools are categorized as being in Good Standing. This means that they are meeting or exceeding the academic, operational, and equity standards established by the SCPCSD. Of those schools currently authorized by the	**ACADEMIC PERFORMANCE** 8. **Student Achievement** 9. **Subgroup Performance** 10. **Student Growth** 11. **College and Career Readiness**

EIA Programs Administered by Partnerships/Programs/Agencies

			SCPCSD, nearly 3/4 saw increases in the percentage of points earned on the indicators and measures that operationalize these standards. Further, more than 1/3 of these schools were honored as Schools of Distinction for either demonstrating levels of performance across subjects that place the school in the top quartile of statewide performance or for producing levels of student growth schoolwide that far exceed state standards.	12. **Comparative Performance** 13. **State and Federal Accountability** 14. **Optional School-Specific Goals** **Financial Performance** 3. **Near Term Indicators** 4. **Sustainability Indicators** **Student Achievement** 3. **Access and Equity** 4. **Health and Safety** **Leadership**

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free an appropriate education for the more than 15,000 public school student			
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

EIA Programs Administered by Partnerships/Programs/Agencies

The SCPCD will continue to pass on more than 98% of this proviso funding directly to our schools which enable them to develop and execute their plans for their unique programs and students.	The SCPCSD provides charter school operators and governing boards with clear expectations of school performance, timely feedback, and a transparent monitoring process.	By reviewing academic performance against established standards and by reviewing financial performance against established financial standards.	90% of the SCPCSD's portfolio of schools are categorized as being in Good Standing. This means that they are meeting or exceeding the academic, operational, and equity standards established by the SCPCSD. Of those schools currently authorized by the SCPCSD, nearly 3/4 saw increases in the percentage of points earned on the indicators and measures that operationalize these standards. Further, more than 1/3 of these schools were honored as Schools of Distinction for either demonstrating levels of performance across subjects that place the school in the top quartile of statewide performance or for producing levels of student growth schoolwide that far exceed state standards.	**ACADEMIC PERFORMANCE** 15. **Student Achievement** 16. **Subgroup Performance** 17. **Student Growth** 18. **College and Career Readiness** 19. **Comparative Performance** 20. **State and Federal Accountability** 21. **Optional School-Specific Goals** **Financial Performance** 5. **Near Term Indicators** 6. **Sustainability Indicators** **Student Achievement** 5. **Access and Equity** 6. **Health and Safety Leadership**

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2021-22				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
Although there has been general cost inflation of more than 6.8% over the last 5 years, schools have been expected to operate with the same level of funding per pupil as has been allocated in the past.
•   Local school districts have increased their funding to schools by over 16% over the last 5 years.
•   The SCPCSD worked intensively with the SDE to make significant improvements to the charter school application process.
•   2 new SCPCSD schools were opened successfully in FY20.
•   Likewise, in accordance with its accountability system, the SCPCSD Board voted to revoke the charter of one of its schools during FY19.

Fiscal Year 2020-21:

•   Although there has been general cost inflation of more than 6.8% over the last 5 years, schools have been expected to operate with the same level of funding per pupil as has been allocated in the past.
•   Local school districts have increased their funding to schools by over 16% over the last 5 years.
•   The SCPCSD worked intensively with the SDE to make significant improvements to the charter school application process.
•   1 new SCPCSD school has opened successfully in FY21.
•   The COVID-19 pandemic caused a lot of financial burdens on our schools, as it did for much of the rest of the state. The current funding method compounded this problem, and our new school opened in the midst of a pandemic without any state or federal financial support such as ESSER funding, LEAP day funding, or Academic Recovery Camp funding.

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.

By statute and contract, all charter schools authorized by the SCPCSD are obligated to provide a high-quality education to students. The SCPCSD developed a School Performance Framework (SPF), an annual evaluation of school performance across academic, financial and operational components. This framework is based on guidance from NACSA, the best practices of high-quality charter school authorizers, and feedback provided by charter school stakeholders. The SPF includes criteria by which all SCPCSD charter schools are evaluated to determine if they are meeting their statutory and contractual obligations, informing both the SCPCSD, school communities and parents about school performance and sustainability. http://www.sccharter.org/district-performance/

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' or recipients/ perceptions?

Over the last year, the SCPCSD has grown smaller as a number of schools transferred to a new statewide authorizer, though new schools have opened and eight more are projected for FY 22. Although the Charter School Act requires charter schools to be representative of the state and the local district in which they are located, some of the schools in the SCPCSD need to take measures to ensure they are accessible to all students. One significant barrier to this accessibility is the absence of funding for transportation of students attending charter schools. In terms of academic outcomes, the schools in the SCPCSD have a uniquely mixed portfolio. Some of the schools in the SCPCSD are among the highest performing schools in the state, whereas some schools need to make significant improvements to honor the promise of the Charter School Act.

C. **External Evaluation**

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

OIG conducted and presented an external evaluation of the SCPCSD and reported their findings during executive session on August 13th 2020. Their recommendations are below, and can be accessed here: https://oig.sc.gov/sites/default/files/Documents/Reports/2020/Review_of_the_South_Carolina_Public_Charter_School_District.pdf :

1. **The district failed to post notice of Board meetings in publicly accessible location.**
2. **The Districts student information system director was based out of state and hindered the District's responsiveness to charter schools.**
3. **District staff did not receive written performance evaluations as required by board policy manual**
4. **The district was inconsistent in its oversight of financial operations/**
5. **The district failed to comply with the board's travel policy.**

The SCDE conducted programmatic evaluations in the 2019-2020 school year in the areas of Title I programming. Their findings were:

1. **There were no areas of non-compliance found**
2. **The SCDE recognized a positive turn around in the Title I program since the last visit**

NACSA conducted and presented an Authorizer Evaluation report of the SCPCSD on August 21, 2018.

NACSA Findings:

- SCPCSD leadership has established a strong and uncompromising commitment to the principles of high-quality authorizing. The staff team shares this commitment, which guides core district activities and decision-making geared toward the establishment of great schools that achieve positive student outcomes.

  - SCPCSD is willing to take calculated but creative risks to attract and promote high-quality charter school operators, both within and external to its current portfolio of schools. Examples include an authorizer-fee-reduction incentive for high performers (see Practice Spotlight below), a new school fellowship program, and targeted/streamlined replication of strong schools.

EIA Programs Administered by Partnerships/Programs/Agencies

- SCPCSD now implements all the core components of a comprehensive application process: clear application questions and guidance; fair, transparent procedures; rigorous criteria and review process using external expertise; and an interview of all qualified applicants. This is in contrast to practice prior to 2016.

EIA Programs Administered by Partnerships/Programs/Agencies

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?

_____X_____ Yes   _____ No

If "Yes," please describe recommendations below:

Increase in Proviso per Pupil: It is recommended that the per pupil as set forth in the Proviso be increased a modest 7.5%, to $3,870 for brick and mortar schools and $2,043 for virtual schools.

1A.49. (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $1,900 $2,043 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $3,600 $3,870 per weighted pupil. Three and four-year-old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive $3,600 $3,870 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHEs solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2019-20 2020-21 2021-22, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40- 60 and Section 59-40-70, of the 1976 Code, based on an applicants proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$84,798,717	$83,920,086
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$83,102,743	$82,241,684
Other: Transfers	$1,695,974	$1,678,402
Balance Remaining		
TOTAL:	**$84,798,717**	**$83,920,086**
# FTES:		

6. Future EIA Funding Requests – Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.

      A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

      _____No increase requested.

      _____X_____ 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 2020-21	**$76,290,987**
COVID-19 Induced Enrollment Growth	**$7,629,099**
Amount of increase requested in EIA funding for FY 2021-22	**$6,294,006**
Amount of decrease requested in EIA funding for FY 2021-22	**$**
Total amount of EIA funding requested for FY 2021-22	**$90,214,092**

      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?

      **The Charter Institute at Erskine, in collaboration with the South Carolina Public Charter School
District, is requesting a per-pupil increase by 7.5%, which equates to $270.00 for Brick and Mortar schools and a per-pupil increase of $143.00 for Virtual schools for the FY 2021-2022 school year. The requested per-pupil for Brick and Mortar schools is $3,870.00 and $2,043.00 for Virtual schools. The requested increase will affect line 51 of Attachment A.**

      D.   How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2021-22?

         The requested increase will affect line 51 of Attachment A.

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 $2,706,423 and would impact the program accordingly: _

A 3% reduction in funding will result in approximately 752 students in Brick and Mortar schools or 1,424 students in Virtual schools to be unfunded for the school year.

_____

5% Reduction in EIA funding equates to $4,510,705 and would impact the program accordingly:

A 5% reduction in funding will result in approximately 1,253 students in Brick and Mortar schools or 2,374 students in Virtual schools to be unfunded for the school year.

_____

7% Reduction in EIA funding equates to $6,314,987 and would impact the program accordingly:

A 7% reduction in funding will result in approximately 1,754 students in Brick and Mortar schools or 3,324 students in Virtual schools to be unfunded for the school year.

_____

10% Reduction in EIA funding equates to $9,021,409 and would impact the program accordingly:

A 10% reduction in funding will result in approximately 2,506 students in Brick and Mortar schools or 4,748 students in Virtual schools to be unfunded for the school year.

_____

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.

EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	Charter School Proviso Funding	**Address**	Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201

FY 2020-21 EIA Appropriation per Act 135 of 2020	$56,300,224.50	**FY 2021-22 EIA Funding Request**	$93,582,469.50

Program Contact	John Li	**Division/Office**	Charter Institute at Erskine
Contact Title	Director of Finance	**Address**	Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201
Contact Phone	803-849-2459	**Contact E-Mail**	FinanceDir@erskinecharters.org

Summary of Program:

These funds are appropriated to provide educational opportunities for students attending charter schools sponsored by the Charter Institute at Erskine. For the 2020-2021 school year, this funding corresponded to a per pupil allocation of $3,600 per weighted pupil unit (WPU) at a brick and mortar school and $1,900 per WPU at a virtual school. This funding is necessary to supplement the base student cost in order to ensure that state-sponsored charter schools have sufficient funding to provide a free and appropriate public education for students and families across the state who have chosen these schools. Additionally, this funding is required to offset inequities between schools authorized by the Charter Institute at Erskine and local schools, as these charter schools do not have access to traditional funding streams through their local municipalities.

The Charter Institute at Erskine, in collaboration with the South Carolina Public Charter School District, is requesting a per-pupil increase by 7.5%, which equates to $270.00 for Brick and Mortar schools and a per-pupil increase of $143.00 for Virtual schools for the FY 2021-2022 school year. The requested per-pupil for Brick and Mortar schools is $3,870.00 and $2,043.00 for Virtual schools.

3

Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$719,804.88	2%
Allocated to Other Entities (Allocated to Charter Schools)	$35,270,439.12	98%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$35,990,244.00	100%

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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	40%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	15%
Special Education Services	7%
Health (i.e. school nurses, mental health counselors, etc.)	1%
Safety (i.e. school resource officers, etc.)	1%
Vocational (i.e. career education, vocational equipment, etc.)	8%

Facilities & Transportation	16%
District Services	2%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	4%
Adult Education	0%
4K (i.e. Half-Day and Full-Day Programs)	0%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	0%
Teacher Supply Funds	0%
National Board Supplements	0%
Other *Athletics- 2%* *Administration- 3%* *Food Services- 1%*	6%
TOTAL:	100%

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:
SC Code of Law Title 59 - Education, Chapter 40- Charter Schools

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act and Act 135 of 2020, the continuing resolution:
Part 1A, Section 1, Subsection H – Charter School District

Regulation(s):
2006 Act No. 274, Section 1, eff May 3, 2006.

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 | x | No |

If yes, please describe:

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	After fully implementing the SSP development process, the Institute recognized the need for differentiation of that process in future years in order to celebrate and recalibrate for schools that are outperforming expectations, and concurrently develop a system of support and intervention for schools with targeted areas of need.
Goal	Implement a tailored accountability model and hold schools accountable.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
• The departments in the Institute needed to develop integrated processes and protocol to collect, review and submit data for the SSP. • The draft SSP with data was sent to schools for review. • Finalized the SSP and posted it on the website for stakeholders.	• The Institute developed a system to collect and validate the evidence from the schools. • The Institute departments developed plans to collect, review and share information to the SSP. • All items being requested from schools were made available for all Institute staff in order to avoid duplication. • The Institute launched an expanded Data	• The Institute provided the first draft for the SSP for the 2018-2019 school year.	• Development of performance frameworks is an essential practice of charter authorizing. These foundational tools serve to transparently communicate the expectations and standards that drive charter development and inform high-stakes charter decisions such as renewal or closure. Most authorizers	• The Institute collected feedback from the schools and their local boards. • All profiles were presented to the local school boards. • All profiles were presented to the Institute board. • All final profiles were posted on the website for stakeholders.

EIA Programs Administered by Partnerships/Programs/Agencies

| | Dashboard to include a variety of data that will be shared with the school leaders, teachers, and the local school board members.

 • The data dashboard includes data at a more granular level, building upon the summary data of the SSP to provide additional detail, insight, and information to stakeholders. | | develop a performance framework to hold schools accountable in the first few years. The Institute developed the SSP in its first year and rolled out the supplemental reporting tools in its second year. | |

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2020-21	
Problem/Issue	Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.
Goal	Authorize and operate schools that fulfil the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.	• Ongoing monitoring of school performance in the areas of academics, operations, and school finances. • Regular attendance at local school board meetings to ensure ongoing dialogue and the opportunity to provide and receive in-person updates. • Heightened and robust levels of review during the charter renewal process, with specific	• Full implementation of the data dashboard will be shared with the school leaders, teachers and the local school board members to initiate conversations about performance in a way that ensures a consistent, shared, and transparent understanding of information. • Quarterly meetings with schools identified to be high-risk. • School will submit a corrective action plan that includes information on specific action steps, resource	• Demonstrated attainment of implementation benchmarks and progress measures outlined in corrective action plans developed by schools identified to be high-risk. • Demonstrated improvement in the indicators and measures outlined in the data dashboard and SSP.	• Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in subsequent years and earn expedited processes for development and renewal. • Schools that have not demonstrated identified outcomes will be considered for recommendation along the identified pathways, including

	notifications around concerns in advance. • Advanced systems of notification in the event of a recommendation for nonrenewal, including teamwide protocols for restructure, restarts, and closure.	allocation, implementation benchmarks, and objectives measures to demonstrate progress.		but not limited to targeted intervention, restructure, or closure.

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2021-22	
Problem/Issue	Considering the impact of COVID, identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure. Provide more autonomy to schools that are academically, fiscally and have a strong governance structure.
Goal	Authorize and operate schools that fulfil the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Considering the impact of COVID, identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.	• Monitor school reopening plans every two weeks as required by SCDE. • Monitor and track truancies. • Move all individual formative assessments at schools under one umbrella. • Provide high-quality professional development on quality instruction in virtual classrooms.	• Full implementation of the data dashboard will be shared with the school leaders, teachers and the local school board members to initiate conversations about performance in a way that ensures a consistent, shared, and transparent understanding of information. • Quarterly meetings with schools identified to be high-risk. • School will submit a corrective action plan that includes information on	• Demonstrated attainment of implementation benchmarks and progress measures outlined in corrective action plans developed by schools identified to be high-risk. • Demonstrated improvement in the indicators and measures outlined in the data dashboard and SSP.	• Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in subsequent years and earn expedited processes for development and renewal. • Schools that have not demonstrated identified outcomes will be considered for recommendation along the identified

EIA Programs Administered by Partnerships/Programs/Agencies

	• Special focus on academic progress for students with disabilities, at-risk students and English learners. • Ongoing monitoring of school performance in the areas of academics, operations, and school finances. • Regular attendance at local school board meetings to ensure ongoing dialogue and the opportunity to provide and receive in-person updates. • Heightened and robust levels of review during the charter renewal process, with specific notifications around concerns in advance. • Advanced systems of notification in the event of a recommendation for nonrenewal, including teamwide protocols for restructure, restarts, and closure.	specific action steps, resource allocation, implementation benchmarks, and objectives measures to demonstrate progress. • Technical assistance will be provided for schools in areas that they are struggling with the virtual learning.	• Schools that have history of low-student achievement, will be placed on heightened monitoring on path to revocation.	pathways, including but not limited to targeted intervention, restructure, or closure.

EIA Programs Administered by Partnerships/Programs/Agencies

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- Due to the scope and nature of charter authorizing work, a significant number of requirements are given to schools by the Institute in order to comply with state, federal, charter, South Carolina Department of Education and Education Oversight Committee requirements. Smaller schools, more limited in resources, are adversely affected when a majority of personnel time is spent on paperwork and compliance, rather than school programming and student services.
- As a statewide organization, providing technical assistance and fostering strong interpersonal and professional relationships, often requires school leaders and staff to travel several hours. An unintended consequence is having school staff away from their schools, which adds additional strain on the time and resources of schools. To mitigate this, the Institute is providing more technical assistance and support opportunities through the use of webinars, conference calls, and other virtual platforms.
- Charter schools in rural settings are struggling to recruit and retain high-quality teachers.
- A lack of funding for transportation has been an identified barrier for schools in meeting racial composition requirements.

Fiscal Year 2020-21:
In addition to the 2019-2020 external factors mentioned above:
- Ensuring that quality of instruction is being delivered during COVID-19 and students are taking the formative assessments. Analyzing the assessment data considering the factors involving COVID will be a challenge.
- Tracking familes and students who are not able to attend school and are not responding to any means of contact from the schools and the Institute.
- Virtual schools are facing challenges to conduct face to face testing as the parents and students have to come to a designated testing site. A number of parents may not feel safe to come to a testing site because of COVID.
- As a number of schools are following the hybrid model of instruction, lack of teachers with any virtual school experience.
- With the significant increase in enrollment, the Institute needs to create models to monitor the schools educational model to ensure all students are receiving high-quality instruction.
- Support schools to support their special education programs to ensure students with disabilities are properly served during COVID.

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.

The Charter Institute at Erskine continuously monitors charter school performance, and implements appropriate corrective actions when charters do not meet performance expectations or operating standards. The Charter Institute at Erskine will use the outcomes of the Student Success Profile to hold schools accountable and ensure that they are fulfilling the requirements described in their charters and outlined state law.

The Charter Institute at Erskine executed Charter Contracts with schools that explicitly ensure schools are held accountable for better student outcomes for ALL students.
As an LEA, the Charter Institute at Erskine holds the schools accountable for all state and federal requirements, civil rights obligations, safety and security requirements, and exceptional student programming.

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' or recipients/ perceptions?

The intent of the charter school movement in South Carolina has been to create innovative educational options for students and families that aim to meet each community's specified needs. The historical approach to accountability modeling in this space, developed by the national membership organizations, was designed and touted to be "off the shelf." Although this created some common measures and practices for accountability, it could easily be criticized for sterility and reductionism, failing to account for or incorporate the unique objectives outlined in each state's charter school law, as well as each authorizer's and charter school's unique mission and vision. Very often, these systems unintentionally neglect geography, resources, composition, and trend.

A planning group that wants to open in rural parts of South Carolina cannot bring in all the resources that a group in a major city has access to. Children living in rural communities, especially students of color in these regions, have more limited access to school choice options.

The intent of the Charter School law is to serve all children. Currently, South Carolina has a need to reach the more disadvantaged parts of the state in order to more fully satisfy the intent of the Charter School's Act.

The proverbial exchange of autonomy for improved outcomes is working as the program evolves with specific attention to this unmet need.

Current strategies have been effective in design and implementation to date, and the Institute continues to collect feedback to enhance and iterate upon steps taken so far. As stability is validated, and progress is confirmed, the Institute looks towards continued innovation in practices of oversight and accountability, with objectives to specifically fulfill unmet educational needs in rural and underserved South Carolina.

Collectively, the school leaders, local board members, and other parties involved are on the path to fulfill the promises made to the parents, students and communities each school serves.

Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

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

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

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?

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

If "Yes," please describe recommendations below:

1A.49. (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $1,900 $2,043 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall receive $3,600 $3,870 per weighted pupil. Three and four-year-old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive $3,600 $3,870 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHEs solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2019-20 2020-21 2021-22, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicants proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	$35,990,244.00	$81,914,159.70
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$35,270,439.12	$80,275,876.51
Other: Transfers	$719,804.88	$1,638,283.19
Balance Remaining		
TOTAL:	**$35,990,244.00**	**$81,914,159.70**
# FTES:		

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

_____No increase requested.

_____x_____ 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 2020-21	**$56,300,224.50**
COVID-19 Induced Growth Increase for FY 2021-22	**$25,613,935.20**
Amount of increase requested in EIA funding for FY 2021-22	**$11,668,309.80**
Total amount of EIA funding requested for FY 2021-22	**$93,582,469.50**

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 2021-22?

> **The requested increase for FY21 funding reflects the Charter Institute at Erskine's estimated growth in student population within the 22 current schools and the 3 that have been approved to open in FY 2021-2022. This funding is required to supplement the base student funding to ensure that state-sponsored charter schools have sufficient funding to provide a free and innovative public education for students across the state of South Carolina that have chosen our schools. Schools authorized by the Charter Institute at Erskine are not allocated Local Funding through their municipalities.**
>
> **The Charter Institute at Erskine, in collaboration with the South Carolina Public Charter School District, is requesting a per-pupil increase by 7.5%, which equates to $270.00 for Brick and Mortar schools and a per-pupil increase of $143.00 for Virtual schools for the FY 2021-2022 school year. The requested per-pupil for Brick and Mortar schools is $3,870.00 and $2,043.00 for Virtual schools.**
>
> **The requested increase will affect line 51 of Attachment A.**

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 **$2,807,474.09** and would impact the program accordingly:

A 3% reduction in funding will result in approximately 780 students in Brick and Mortar schools or 1,480 students in Virtual schools to be unfunded for the school year.

_____

5% Reduction in EIA funding equates to **$4,679,123.48** and would impact the program accordingly:

A 5% reduction in funding will result in approximately 1,300 students in Brick and Mortar schools or 2,463 students in Virtual schools to be unfunded for the school year.

_____

7% Reduction in EIA funding equates to **$6,550,772.87** and would impact the program accordingly:

A 7% reduction in funding will result in approximately 1,820 students in Brick and Mortar schools or 3,448 students in Virtual schools to be unfunded for the school year.

_____

10% Reduction in EIA funding equates to **$9,358,246.95** and would impact the program accordingly:

A 10% reduction in funding will result in approximately 2,600 students in Brick and Mortar schools or 4,925 students in Virtual schools to be unfunded for the school year.

_____

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.

JOHN LI
Director of Finance

1201 Main Street, Suite 300,
Columbia, SC 29201

Charter Institute at Erskine
Budget Request
FY 2021-2022

The Institute's requested increase for FY21 funding reflects the estimated growth in student population within the 22 current schools and the 3 approved new schools.

Budget Request	
FY21 Requested Appropriation with COVID-19 Induced Growth	$ 81,914,159.70
FY22 Projected Increase	$ 11,668,309.80
Total Requested Appropriation	**$ 93,582,469.50**

New Request Breakdown***		
Projected Increase- 22 Current Schools Growth	$	7,705,550.20
Projected Increase- 3 Approved New School	$	3,962,759.60
Total New Request	**$**	**11,668,309.80**

Enrollment Summary					
	Enrollment	ADM	WPU	Request	Total
FY21 Requested Appropriation	25,301	46,969.36	33,850.88		$ 81,914,159.70
FY22 Increase Request with 7.5% in Per Pupil Allocation	26,003	48,511.80	34,039.21	$ 7,705,550.20	$ 89,619,709.90
New Approved Brick and Mortar Schools	786	798.50	866.81	$ 3,354,564.38	$ 3,354,564.38
New Approved Virtual Schools	234	429.00	297.77	608,195.23	608,195.23

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2021-2022

Student Classification	Weight	Belton Preparatory		Calhoun Falls		Coastal Leadership		Gray Collegiate Academy		Mevers School of Excellence		Midlands STEM		Montessori School of Camden		Oceanside Collegiate		Royal Live Oaks	
		ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	50	50.00	0	0.00	0	0.00	0	0.00	110	110.00	15	15.00	16	16.00	0	0.00	37	37.00
P Primary (1-3)	1.00	90	90.00	0	0.00	0	0.00	0	0.00	382	382.00	45	45.00	42	42.00	0	0.00	140	140.00
EL Elementary (4-8)	1.00	44	44.00	28	28.00	0	0.00	75	75.00	435	435.00	79	79.00	27	27.00	0	0.00	255	255.00
HS High School (9-12)	1.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	53	53.00	0	0.00	0	0.00	55	55.00
TM Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
SP Speech Handicapped	1.90	8	15.20	2	3.80	5	9.50	0	0.00	33	62.70	9	17.10	0	0.00	1	1.90	23	43.70
HO Homebound	1.00	0	0.00	2	2.00	0	0.00	0	0.00	0	0.00	1	1.00	0	0.00	0	0.00	0	0.00
EH Emotionally Handicapped	2.04	0	0.00	2	4.08	3	6.12	0	0.00	1	2.04	1	2.04	0	0.00	0	0.00	0	0.00
EM Educable Mentally Handicapped	1.74	0	0.00	0	0.00	3	5.22	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.74
LD Learning Disabilities	1.74	4	6.96	15	26.10	35	60.90	20	34.80	20	34.80	13	22.62	3	5.22	30	52.20	21	36.54
HH Hearing Handicapped	2.57	1	2.57	0	0.00	0	0.00	0	0.00	0	0.00	1	2.57	0	0.00	0	0.00	0	0.00
VH Visually Handicapped	2.57	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
OH Orthopedically Handicapped	2.04	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.04	0	0.00
Vocational	1.29	0	0.00	100	129.00	160	206.40	535	690.15	0	0.00	5	6.45	0	0.00	667	860.43	120	154.80
AU Autism	2.57	3	7.71	1	2.57	4	10.28	0	0.00	10	25.70	3	7.71	3	7.71	1	2.57	2	5.14
Total ADM without Add-ons		**200**	**216.44**	**150**	**195.55**	**210**	**298.42**	**630**	**799.95**	**991**	**1052.24**	**225**	**251.49**	**91**	**97.93**	**700**	**919.14**	**654**	**728.92**
High Achieving	0.15	8	1.20	10	1.50	0	0.00	0	0.00	20	3.00	4	0.60	0	0.00		0.00	0	0.00
Academic Assistance	0.15	0	0.00	70	10.50	20	3.00	115	17.25	0	0.00	82	12.30	8	1.20	100	15.00	296	44.40
Dual Credit Enrollment	0.15	0	0.00	5	0.75	15	2.25	225	33.75	0	0.00	0	0.00	0	0.00	325	48.75	13	1.95
Limited English Proficiency	0.20	0	0.00	1	0.20	5	1.00	0	0.00	43	8.60	5	1.00	0	0.00	5	1.00	236	47.20
Pupils in Poverty	0.20	50	10.00	105	21.00	80	16.00	200	40.00	330	66.00	110	22.00	25	5.00	100	20.00	465	93.00
Total Add-ons ADM		**58**	**11.20**	**191**	**33.95**	**120**	**22.25**	**540**	**91.00**	**393**	**77.60**	**201**	**35.90**	**33**	**6.20**	**530**	**84.75**	**1010**	**186.55**
Total ADM with Add-ons		**258**	**227.64**	**341**	**229.50**	**330**	**320.67**	**1170**	**890.95**	**1384**	**1129.84**	**426**	**287.39**	**124**	**104.13**	**1230**	**1003.89**	**1664**	**915.47**

Charter Institute at Erskine
Projected ADM & WPU- Brick and Mortar Schools
FY 2021-2022

Student Classification	Virtus Academy		Clear Dot Charter School		Legion Collegiate Academy		Summit Classical School		Thornwell Campus		Cherokee Charter School		Brashier Middle College		Lowcountry Leadership Academy		Horse Creek Academy		Total	
	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
Kindergarten	90	90.00	39	39.00	0	0.00	30	30.00	22	22.00	70	70.00	0	0.00	40	40.00	100	100.00	619	619.00
Primary (1-3)	224	224.00	100	100.00	0	0.00	62	62.00	55	55.00	266	266.00	0	0.00	119	119.00	250	250.00	1775	1775.00
Elementary (4-8)	240	240.00	95	95.00	0	0.00	56	56.00	90	90.00	195	195.00	0	0.00	188	188.00	400	400.00	2207	2207.00
High School (9-12)	0	0.00	0	0.00	0	0.00	0	0.00	41	41.00	0	0.00	259	259.00	102	102.00	150	150.00	660	660.00
Trainable Mentally Handicapped	0	0.00	2	4.08	0	0.00	0	0.00	0	0.00	4	8.16	0	0.00	0	0.00	0	0.00	6	12.24
Speech Handicapped	28	53.20	25	47.50	0	0.00	2	3.80	21	39.90	54	102.60	0	0.00	22	41.80	70	133.00	303	575.70
Homebound	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	2.00	5	5.00
Emotionally Handicapped	0	0.00	5	10.20	0	0.00	0	0.00	2	4.08	0	0.00	0	0.00	0	0.00	2	4.08	16	32.64
Educable Mentally Handicapped	0	0.00	2	3.48	0	0.00	0	0.00	3	5.22	0	0.00	0	0.00	2	3.48	5	8.70	16	27.84
Learning Disabilities	25	43.50	25	43.50	20	34.80	3	5.22	14	24.36	30	52.20	21	36.54	24	41.76	100	174.00	423	736.02
Hearing Handicapped	1	2.57	0	0.00	0	0.00	0	0.00	2	5.14	0	0.00	0	0.00	0	0.00	1	2.57	6	15.42
Visually Handicapped	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.57	0	0.00	0	0.00	0	0.00	1	2.57
Orthopedically Handicapped	0	0.00	2	4.08	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	2.04	4	8.16
Vocational	0	0.00	0	0.00	530	683.70	0	0.00	0	0.00	0	0.00	164	211.56	41	52.89	0	0.00	2322	2995.38
Autism	2	5.14	5	12.85	0	0.00	1	2.57	4	10.28	5	12.85	2	5.14	6	15.42	19	48.83	71	182.47
Total ADM without Add-ons	**610**	**658.41**	**300**	**359.69**	**550**	**718.5**	**154**	**159.59**	**254**	**296.98**	**625**	**709.38**	**446**	**512.24**	**544**	**604.35**	**1100**	**1275.22**	**8434**	**9854.44**
High Achieving	18	2.70	5	0.75	5	0.75	0	0.00	10	1.50	0	0.00	98	14.70	40	6.00	50	7.50	268	40.20
Academic Assistance	0	0.00	65	9.75	125	18.75	0	0.00	67	10.05	50	7.50	42	6.30	185	27.75	500	75.00	1725	258.75
Dual Credit Enrollment	0	0.00	0	0.00	225	33.75	0	0.00	0	0.00	0	0.00	189	28.35	5	0.75	0	0.00	1002	150.30
Limited English Proficiency	0	0.00	2	0.40	0	0.00	0	0.00	0	0.00	10	2.00	20	4.00	13	2.60	40	8.00	380	76.00
Pupils in Poverty	150	30.00	170	34.00	175	35.00	52	10.40	125	25.00	100	20.00	63	12.60	230	46.00	550	110.00	3080	616.00
Total Add-ons ADM	**168**	**32.7**	**242**	**44.9**	**530**	**88.25**	**52**	**10.4**	**202**	**36.55**	**160**	**29.50**	**412**	**65.95**	**473**	**83.10**	**1140**	**200.50**	**6455**	**1141.25**
Total ADM with Add-ons	**778**	**691.11**	**542**	**404.59**	**1080**	**806.75**	**206**	**169.99**	**456**	**333.53**	**785**	**738.88**	**858**	**578.19**	**1017**	**687.45**	**2240**	**1475.72**	**14889**	**10995.69**

Charter Institute at Erskine
Projected ADM & WPU- Virtual Schools
FY 2021-2022

Student Classification	Weight	Cyber Academy of SC		Odyssey Online Learning		SC Virtual Charter School		SC Connections Academy		Total	
		ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	375	375.00	0	0.00	46	46.00	188	188.00	609	609.00
P Primary (1-3)	1.00	526	526.00	0	0.00	1144	1144.00	567	567.00	2237	2237.00
EL Elementary (4-8)	1.00	2001	2001.00	0	0.00	1470	1470.00	2350	2350.00	5821	5821.00
HS High School (9-12)	1.00	184	184.00	165	165.00	504	504.00	1118	1118.00	1971	1971.00
TM Trainable Mentally Handicapped	2.04	5	10.20	0	0.00	0	0.00	0	0.00	5	10.20
SP Speech Handicapped	1.90	102	193.80	1	1.90	183	347.70	171	324.90	457	868.30
HO Homebound	1.00	1	1.00	0	0.00	0	0.00	0	0.00	1	1.00
EH Emotionally Handicapped	2.04	22	44.88	2	4.08	38	77.52	20	40.80	82	167.28
EM Educable Mentally Handicapped	1.74	24	41.76	2	3.48	38	66.12	10	17.40	74	128.76
LD Learning Disabilities	1.74	382	664.68	42	73.08	92	160.08	428	744.72	944	1642.56
HH Hearing Handicapped	2.57	4	10.28	1	2.57	4	10.28	15	38.55	24	61.68
VH Visually Handicapped	2.57	7	17.99	0	0.00	2	5.14	5	12.85	14	35.98
OH Orthopedically Handicapped	2.04	1.0	2.04	0	0.00	1	2.04	7	14.28	9	18.36
Vocational	1.29	1208	1558.32	220	283.80	1923	2480.67	1612	2079.48	4963	6402.27
AU Autism	2.57	137	352.09	7	17.99	55	141.35	159	408.63	358	920.06
Total ADM without Add-ons		**4979.0**	**5983.04**	**440**	**551.9**	**5500**	**6454.9**	**6650**	**7904.61**	**17569**	**20894.45**
High Achieving	0.15	190	28.46	8	1.20	6	0.90	631	94.65	835	125.21
Academic Assistance	0.15	2149	322.28	68	10.20	1000	150.00	2549	382.35	5766	864.83
Dual Credit Enrollment	0.15	18	2.64	6	0.90	30	4.50	30	6.00	84	14.04
Limited English Proficiency	0.20	48	9.66	3	0.60	60	12.00	61	12.20	172	34.46
Pupils in Poverty	0.20	3433	686.54	220	44.00	1900	380.00	3645	0.00	9198	1110.54
Total Add-ons ADM		**5836.8**	**1049.57**	**305**	**56.9**	**2996**	**547.4**	**6916**	**495.20**	**16054**	**2149.07**
Total ADM with Add-ons		**10815.8**	**7032.61**	**745**	**608.8**	**8496**	**7002.3**	**13566**	**8399.81**	**33623**	**23043.52**

Charter Institute at Erskine
Projected ADM & WPU- New Schools
FY 2021-2022

Student Classification	Weight	Berkeley Preparatory Academy		Gates School		SC Preparatory Academy*		Total	
		ADM	WPU	ADM	WPU	ADM	WPU	ADM	WPU
K Kindergarten	1.00	120	120.00	0	0.00	0	0.00	120.00	120.00
P Primary (1-3)	1.00	253	253.00	18.75	18.75	0	0.00	271.75	271.75
EL Elementary (4-8)	1.00	288	288.00	0	0.00	90	90.00	378.00	378.00
HS High School (9-12)	1.00	0	0.00	0	0.00	108	108.00	108.00	108.00
TM Trainable Mentally Handicapped	2.04	0	0.00	0	0.00	0	0.00	0.00	0.00
SP Speech Handicapped	1.90	0	0.00	0	0.00	18	34.20	18.00	34.20
HO Homebound	1.00	0	0.00	0	0.00	0	0.00	0.00	0.00
EH Emotionally Handicapped	2.04	0	0.00	0	0.00	0	0.00	0.00	0.00
EM Educable Mentally Handicapped	1.74	0	0.00	0	0.00	0	0.00	0.00	0.00
LD Learning Disabilities	1.74	0	0.00	106.25	184.88	18	31.32	124.25	216.20
HH Hearing Handicapped	2.57	0	0.00	0	0.00	0	0.00	0.00	0.00
VH Visually Handicapped	2.57	0	0.00	0	0.00	0	0.00	0.00	0.00
OH Orthopedically Handicapped	2.04	0	0.00	0	0.00	0	0.00	0.00	0.00
Vocational	1.29	0	0.00	0	0.00	0	0.00	0.00	0.00
AU Autism	2.57	0	0.00	0	0.00	0	0.00	0.00	0.00
Total ADM without Add-ons		**661**	**661.00**	**125**	**203.63**	**234**	**263.52**	**1020.00**	**1128.15**
High Achieving	0.15	0	0.00	0	0.00	0	0.00	0.00	0.00
Academic Assistance	0.15	0	0.00	6.25	0.94	80	12.00	86.25	12.94
Dual Credit Enrollment	0.15	0	0.00	0	0.00	15	2.25	15.00	2.25
Limited English Proficiency	0.20	0	0.00	0	0.00	0	0.00	0.00	0.00
Pupils in Poverty	0.20	0	0.00	6.25	1.25	100	20.00	106.25	21.25
Total Add-ons ADM		**0**	**0.00**	**12.5**	**2.19**	**195**	**34.25**	**207.50**	**36.44**
Total ADM with Add-ons		**661**	**661.00**	**137.5**	**205.81**	**429**	**297.77**	**1227.50**	**1164.58**

*	Indicates New Virtual School

EIA Programs Administered by Partnerships/Programs/Agencies

Attachment B: Budget & Report Forms

Program Summary			
EIA-Funded Program Name	**South Carolina First Steps to School Readiness**	**Address**	**1300 Sumter Street Suite 100 Columbia, SC 29201**

FY 2020-21 EIA Appropriation per Act 135 of 2020	**$29,336,227 (EIA Only)**	**FY 2021-22 EIA Funding Request**	**$29,336,227 (EIA Only)**

Program Contact	**Georgia Mjartan**	**Division/Office**	**South Carolina First Steps to School Readiness**
Contact Title	**Executive Director**	**Address**	**1300 Sumter Street Suite 100 Columbia, SC 29201**
Contact Phone	**803-734-1020**	**Contact E-Mail**	**gmjartan@scfirststeps.org**

Summary of Program:

South Carolina First Steps (SCFS) is both a nonprofit and state agency and is the only dedicated, comprehensive early childhood agency in South Carolina focused on getting children ready for school and life success. Annually, we serve more than 30,000 children. Established by the South Carolina General Assembly in 1999, SC First Steps provides funding and support to a network of 46 local, First Steps partnerships, one in every county. Through the partnerships, First Steps provides evidence-based parenting, literacy, and development programs; training for early childhood educators; child care scholarships; child care quality enhancement; and a slate of other early interventions. Through First Steps 4K, the agency partners with over 200 child care centers to offer free, high-quality, educational Pre-K 4 to more than 2500 children. In addition to developing, funding and supporting programs and initiatives statewide, South Carolina First Steps coordinates the activities of the South Carolina Early Childhood Advisory Council, a collaborative body representing the state's early childhood system. The Early Childhood Advisory Council works to ensure that South Carolina's children arrive at school ready to reach their highest potential, are healthy and safe, and are actively supported by their families and communities.

FROM STATUTE:

There is established the South Carolina First Steps to School Readiness, a comprehensive, results-oriented initiative for improving early childhood development by providing, through local partnerships, public and private funds, and

support for high-quality early childhood development and education services for children by providing support for their families' efforts toward enabling their children to reach school ready to succeed. – 59-152-10

The purpose of the First Steps initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families. First Steps funds must not be used to supplant or replace any other funds being spent on services but must be used to expand, extend, improve, or increase access to services or to enable a community to begin to offer new or previously unavailable services in their community. -- SECTION 59-152-20.

SC First Steps is also one of two organizations that is responsible for implementing the South Carolina Child Early Reading Development and Education Program (CERDEP). SC First Steps is responsible for implementing this program in Private Child Care Centers throughout the state per the program guidelines.

The South Carolina Child Early Reading Development and Education Program is a full day, four-year-old kindergarten program for at-risk children which is available to qualified children in all approved public school districts within the State. The program must focus on:

(1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan, both adopted pursuant to Chapter 155, Title 59;

(2) successfully completing the readiness assessment administered pursuant to Section 59-155-150;

(3) the developmental and learning support that children must have in order to be ready for school;

(4) incorporating parenting education, including educating the parents as to methods that may assist the child pursuant to Section 59-155-110, 59-155-130, and 59-155-140; and

(5) identifying community and civic organizations that can support early literacy efforts. – Excerps from SECTION 59-156-110.

SC First Steps Board of Trustees as the South Carolina Advisory Council:

(A) For the purposes of this article, "advisory council" means the South Carolina Advisory Council established by Executive Order Number 2010-06 in compliance with the Improving Head Start for School Readiness Act of 2007, 42 U.S.C. Section 9837b, et seq.

(B) The membership of the advisory council is exclusively composed of the membership of the Board of Trustees of the South Carolina First Steps to School Readiness Initiative. Each voting and nonvoting member shall serve as a voting member of the South Carolina Advisory Council, concurrent with his service on the board.

(C) The advisory council is an entity distinct from the Board of Trustees and must act accordingly to fulfill its responsibilities under 42 U.S.C. Section 9837b(b)(1)(D)(i) of the Improving Head Start for School Readiness Act of 2007.

The responsibilities this Council include conducting a periodic statewide needs assessment of early childhood education programs, identify opportunities and barriers for collaboration and coordination among programs and entities, develop recommendations for improvements, data systems, and professional development for early childhood educators, assess the capacity of higher education for the development of early childhood educators, make recommendations for early learning standards, develop measurements of school readiness, provide data, and perform other functions as needed to improve coordination and delivery of early childhood education and development.   Excerps from Section 63-11-1725.

- 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, 2020.**
- 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.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2019-20, how were the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$5,133,135	%
Allocated to Other Entities (Please Explain)	$24,203,092	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$29,336,227	%100

   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	%
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 *exclude* National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

EIA Programs Administered by 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:

Title 59, Chapter 152 – South Carolina First Steps to School Readiness
Title 59, Chapter 156 – South Carolina Child Early Reading and Development Program
Title 63, Chapter 11, Article 17 – South Carolina First Steps Board of Trustees

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

1.56, 1.65, 1.68, 1.73, 1.74, 1A.9, 1A.29, 1A.50, 1A.56

Regulation(s):

None

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.

X	Yes		No

If yes, please describe:

The First Steps Board of Trustees promulgates Partnership Program and Accountability Standards annually. These guidelines contractually govern the operations of local First Steps partnerships.

EIA Programs Administered by Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	We know that 90% of brain architecture is built before a child enters kindergarten[1]. In Fall 2019, only 39% of South Carolina's kindergartners scored at the highest level on the Kindergarten Readiness Assessment[2]. Quality early childhood care and education are associated with an increased rate of academic achievement and future earnings, as well as a decreased rate of involvement with the criminal justice system and substance use[3]. The return on investment in early childhood is higher than any other period in life[3]. There are many risk factors for early school failure, including poverty, access to care, and home environments, particularly related to literacy[4]. In South Carolina, there are an estimated 342,999 children under age 6, of whom 47.9% live below 185% of the federal poverty level (general eligibility criteria for several state/federal programs)[5,6]. 100% of the families South Carolina First Steps serves are considered at-risk for early school failure, ensuring the highest return on public investment. Through our agency's values of: children, relationships, equity, high quality, and results, we will achieve our mission of working collaboratively to ensure that all children start school ready to reach their highest potential with engaged support from their parents, caregivers, and communities. References: 1. Brown TT and Jernigan TL. Brain development during the preschool years. Neuropsychol Rev. 2012 Dec; 22(4):313-333. 2. "Analysis of Kindergarten Readiness Assessment Results: School Year 2019-2020." South Carolina Education Oversight Committee (June 2020). [Available from: https://eoc.sc.gov/sites/default/files/Documents/KRA/KRA%202020.reduced.pdf]. 3. "Investing in South Carolina's Future Talent." Early Childhood Task Force convened by the South Carolina Council on Competitiveness (2017). [Available from: https://sccompetes.org/wp-content/uploads/2017/12/NEW_150501_ECTFreport2017_FINAL.pdf]. 4. Karoly LA, Kilburn MR, Cannon JS. Children at Risk: Consequences for School Readiness and Beyond. RAND Corporation. 2005. [Available from: https://www.rand.org/pubs/research_briefs/RB9144.html]. 5. 5-Year Estimates: American Community Survey (2014-2018). Table B17024. US Census Bureau. 6. "Allocation Committee Report." South Carolina First Steps (April 2019). [Available from: https://scfirststeps.org/wp-content/uploads/2019/05/Allocation-Summary-and-Information-4-30-2019.pdf].
Goal	SC State Code 59-152-30 The goals for South Carolina First Steps to School Readiness are to: (1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children; (2) increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems; (3) promote high-quality preschool programs that provide a healthy environment that will promote normal growth and development; (4) provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to succeed; and (5) mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to succeed.

EIA Programs Administered by Partnerships/Programs/Agencies

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (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?)
Families are supported as their child's first and most important teachers. Increase the number of families participating in evidence-based and evidence-informed parenting programs	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment from 2,895 (SY18-19) to 3,045 (SY19-20)	Number served and programs offered	The percentage of children in need who are directly served by First Steps will increase by 0.6% annually.	FY18-19: 17% Local partnerships numbers served matrix (FY19-20 not available at time of reporting (goal = 17.6%)); First Steps 4K student enrollment records in ChildPlus
Children are healthy and safe. Support and expand the reach of programs that have a measurable impact on the health and safety of children, including programs that support healthy, safe and attached families.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased student enrollment from 2,895 (SY18-19) to 3,045 (SY19-20)	Number served and programs offered	The percentage of children directly served by First Steps enrolled in high intensity programs will increase by 2.4% annually.	FY18-19: 28% Local partnerships numbers served matrix (FY19-20 not available at time of reporting (goal = 30.4%)); First Steps 4K student enrollment records in ChildPlus

EIA Programs Administered by Partnerships/Programs/Agencies

Families can access and afford high quality early care and education programs that meet the needs of their children and families. Engage early care and education programs and providers in training, quality enhancement, and coaching, equipping them with the skills and resources to promote positive child development.	• Hosted over 3,800 hours of professional development for child care providers through on-site technical assistance via local partnerships and annual First Steps 4K Teacher and Leadership academies. • Hosted the Palmetto Pre-K Fall Jamboree, four regional professional development trainings for 479 four-year-old teachers, administrators, coaches and curriculum support specialists from across federal, state and locally-funded Pre-K programs • Hosted the 2019 South Carolina Summit on Early Childhood to address "the Economics of Early Childhood" with more than 400 attendees attending twelve breakout sessions over two days	Number of attendees and total hours offered	The percentage of children under age 6 who benefit from First Steps quality enhancement and training efforts will increase by 0.6% annually.	FY18-19: 12% Local partnerships numbers served matrix (FY19-20 not available at time of reporting (goal = 12.6%)); First Steps 4K program records; Summit registration and attendees maintained by Early Childhood Advisory Council
Children and families experience seamless transitions and a sense of belonging across early learning programs from early childhood into Kindergarten. Support parents' knowledge of early childhood milestones, Kindergarten readiness, and build parents' skills in supporting their children's successful transitions across early learning programs and into Kindergarten.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment from 2,895 (SY18-19) to 3,045 (SY19-20) and Spring checkpoint GOLD by TeachingStrategies® (SY19-20 centers closed due to COVID-19, so data not available)	Number served, programs offered, and Teaching Strategies GOLD	The percentage of children who score at the highest level on the Kindergarten Readiness Assessment will increase by 2% annually.	Fall 2019: 39% Outcome obtained from South Carolina Education Oversight Committee's annual Kindergarten Readiness Assessment Results report.

EIA Programs Administered by Partnerships/Programs/Agencies

Disparities in educational, developmental, and health outcomes for children of color and from low-income families are reduced. Set benchmarks using disaggregated data to track progress in reducing disparities of specific target groups.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment from 2,895 (SY18-19) to 3,045 (SY19-20) and Spring checkpoint GOLD by TeachingStrategies® (SY19-20 centers closed due to COVID-19, so data not available)	Number served, programs offered, and Teaching Strategies GOLD	The gap in the percentage of children who score at the highest level on the Kindergarten Readiness Assessment between White Kindergartners and Black/ Hispanic Kindergartners will reduce by 1% annually.	Fall 2019: 19% Outcome obtained from South Carolina Education Oversight Committee's annual Kindergarten Readiness Assessment Results report.

Fiscal Year 2020-21	
Problem/Issue	See page FY19-20 Problem/Issue
Goal	We will be successful when all children reach their highest potential.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Families are supported as their child's first and most important teachers. Increase the number of families participating in evidence-based and evidence-informed parenting programs	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment	Number served and programs offered	The percentage of children in need who are directly served by First Steps will increase 0.6% annually.	FY20-21 goal: 18.2% Local partnerships numbers served matrix; First Steps 4K student enrollment records in ChildPlus

EIA Programs Administered by Partnerships/Programs/Agencies

Children are healthy and safe. Support and expand the reach of programs that have a measurable impact on the health and safety of children, including programs that support healthy, safe and attached families.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased student enrollment	Number served and programs offered	The percentage of children directly served by First Steps enrolled in high intensity programs will increase by 2.4% annually.	FY20-21 goal: 32.8% Local partnerships numbers served matrix; First Steps 4K student enrollment records in ChildPlus
Families can access and afford high quality early care and education programs that meet the needs of their children and families. Engage early care and education programs and providers in training, quality enhancement, and coaching, equipping them with the skills and resources to promote positive child development.	• Hosting hours of professional development for child care providers through on-site technical assistance via local partnerships and annual First Steps 4K Teacher and Leadership academies.	Number of attendees and total hours offered	The percentage of children under age 6 who benefit from First Steps quality enhancement and training efforts will increase by 0.6% annually.	FY20-21 goal: 13.2% Local partnerships numbers served matrix; First Steps 4K program records
Children and families experience seamless transitions and a sense of belonging across early learning programs from early childhood into Kindergarten. Support parents' knowledge of early childhood milestones, Kindergarten readiness, and build parents' skills in supporting their children's successful transitions across early learning programs and into Kindergarten.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment and Spring checkpoint GOLD by TeachingStrategies® results	Number served, programs offered, and Teaching Strategies GOLD	The percentage of children who score at the highest level on the Kindergarten Readiness Assessment will increase by 2% annually.	Fall 2020 goal: 41% Outcome obtained from South Carolina Education Oversight Committee's annual Kindergarten Readiness Assessment Results report.

EIA Programs Administered by Partnerships/Programs/Agencies

Disparities in educational, developmental, and health outcomes for children of color and from low-income families are reduced. Set benchmarks using disaggregated data to track progress in reducing disparities of specific target groups.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment and Spring checkpoint GOLD by TeachingStrategies® results	Number served, programs offered, and Teaching Strategies GOLD	The gap in the percentage of children who score at the highest level on the Kindergarten Readiness Assessment between White Kindergartners and Black/ Hispanic Kindergartners will reduce by 1% annually.	Fall 2020 goal: 18% Outcome obtained from South Carolina Education Oversight Committee's annual Kindergarten Readiness Assessment Results report.

Fiscal Year 2021-22	
Problem/Issue	See page FY19-20 Problem/Issue
Goal	We will be successful when all children reach their highest potential.

Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy? What relevant research, evidence or best practices support the strategies employed?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (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?)
Families are supported as their child's first and most important teachers. Increase the number of families participating in evidence-based and evidence-informed parenting programs	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment	Number served and programs offered	The percentage of children in need who are directly served by First Steps will increase 0.6% annually.	FY21-22 goal: 18.8% Local partnerships numbers served matrix; First Steps 4K student enrollment records in ChildPlus

EIA Programs Administered by Partnerships/Programs/Agencies

Children are healthy and safe. Support and expand the reach of programs that have a measurable impact on the health and safety of children, including programs that support healthy, safe and attached families.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased student enrollment	Number served and programs offered	The percentage of children directly served by First Steps enrolled in high intensity programs will increase by 2.4% annually.	FY21-22 goal: 35.2% Local partnerships numbers served matrix; First Steps 4K student enrollment records in ChildPlus
Families can access and afford high quality early care and education programs that meet the needs of their children and families. Engage early care and education programs and providers in training, quality enhancement, and coaching, equipping them with the skills and resources to promote positive child development.	• Hosting hours of professional development for child care providers through on-site technical assistance via local partnerships and annual First Steps 4K Teacher and Leadership academies.	Number of attendees and total hours offered	The percentage of children under age 6 who benefit from First Steps quality enhancement and training efforts will increase by 0.6% annually.	FY21-22 goal: 13.8% Local partnerships numbers served matrix; First Steps 4K program records
Children and families experience seamless transitions and a sense of belonging across early learning programs from early childhood into Kindergarten. Support parents' knowledge of early childhood milestones, Kindergarten readiness, and build parents' skills in supporting their children's successful transitions across early learning programs and into Kindergarten.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment and Spring checkpoint GOLD by TeachingStrategies® results	Number served, programs offered, and Teaching Strategies GOLD	The percentage of children who score at the highest level on the Kindergarten Readiness Assessment will increase by 2% annually.	Fall 2021 goal: 43% Outcome obtained from South Carolina Education Oversight Committee's annual Kindergarten Readiness Assessment Results report.

EIA Programs Administered by Partnerships/Programs/Agencies

Disparities in educational, developmental, and health outcomes for children of color and from low-income families are reduced. Set benchmarks using disaggregated data to track progress in reducing disparities of specific target groups.	• First Steps Local Partnerships: expanded service targets and program offerings • First Steps 4K: increased total student enrollment and Spring checkpoint GOLD by TeachingStrategies® results	Number served, programs offered, and Teaching Strategies GOLD	The gap in the percentage of children who score at the highest level on the Kindergarten Readiness Assessment between White Kindergartners and Black/ Hispanic Kindergartners will reduce by 1% annually.	Fall 2021 goal: 17% Outcome obtained from South Carolina Education Oversight Committee's annual Kindergarten Readiness Assessment Results report.

External Factors: Provide additional information about any external factors that impacted the implementation or achievement or outcomes during fiscal year 2019-20 and may impact the implementation and/or achievement or outcomes during the current fiscal year 2020-21 or in the next fiscal year, 2021-22. **A bulleted format is encouraged**.

Fiscal Year 2019-20:
- COVID-19 impacted service delivery for the First Steps Local Partnerships in the last quarter of FY2019-2020. While most Local Partnerhips offices remained open, they were forced to transition from in-person services to virtual, particularly in home visiting programs.
- Shortly after the "State of Emergency" was declared, First Steps 4K classrooms suspended in-person instruction from March 16, 2020 through May 31, 2020. The State Office provided approximately $4.0 million in payments/grants to keep First Steps 4K centers from permanently closing during the time they were temporarily closed due to COVID-19, including funding for personal protective equipment and other supplies. Some First Steps 4K classrooms opened for an in-person summer session on June 1, 2020.

Fiscal Year 2020-21:
- The 2020 Early Childhood Summit will not be held due to COVID-19.
- Ongoing challenges related to COVID-19 may impact achievement of goals.

Fiscal Year 2021-22: Residual challenges related to COVID-19 may impact achievement of goals.

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.

Each of First Steps' funded strategies is required to demonstrate measurable outcomes, with measurement tools and methods either detailed in the First Steps Accountability Standards (available here: https://scfirststeps.org/accountability/) or as part of the partnership's annual grant renewal application. If Local Partnerships receive additional grant monies outside of the formula funding grants, the outcomes are outlined in the program standards, an evaluation plan, or the grant agreement amendment. The outcomes of 4K students are measured using GOLD by TeachingStrategies®.

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' or recipients/ perceptions?

Program fidelity and evaluation requirements are incorporated directly into Local Partnership grant agreements. Failure to adhere to these requirements result in a corrective action plan by the Board, up to and including discontinuation of funding. Programs not leading to expected outcomes are provided intensive technical assistance and are subject to additional review by the State Board. For First Steps 4K, GOLD by TeachingStrategies® gives teachers the ability to compare student progress against national benchmarks and to teach for progress in these areas. Skills are documented for progression of development and learning at three checkpoints throughout a 180-day school year.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Dates: FY13-14 through FY17-18
Report date: 11/15/2019 (update)

Key findings:
- First Steps services have a positive impact on kindergarten readiness and absenteeism in kindergarten. General education students who received First Steps services prior to entering kindergarten were 74% more likely to score at the highest level on the Kindergarten Readiness Assessment and 34% less likely to be chronically absent in kindergarten, compared to their like-peers who did not receive First Steps services. Similar results were seen with children in special education.
- First Steps services increase parent confidence and competence.
- First Steps has positive effects on child care quality.
- First Steps Local Partnership services are closing the gap for children in poverty.

Recommendations: (paraphrased from pages 68-69 of full report)
1. Allocate family strengthening resources to areas of highest poverty
2. Allocate child care quality enhancement resources to rural and high poverty areas
3. Further evaluation of scholarship and school transition programs
4. Develop a core set of standardized metrics for the collective impact of early childhood initiatives in the state
5. Continue to identify additional funding opportunities to enhance current financial support
6. Evaluate First Steps impact more frequently
7. Enhance and strengthen collaborations between organizations serving young children and their families at the local level
8. Pursue opportunities related to the federal Families First legislation
9. Obtain Kindergarten Readiness Assesment data annually
10. Further evaluate impact by program

Full evaluation report: https://scfirststeps.org/wp-content/uploads/2019/11/Evaluation-of-South-Carolina-First-Steps-to-School-Readiness-Local-Partnerships-from-2013-2014-to-2017-2018-FINAL.pdf

EIA Programs Administered by Partnerships/Programs/Agencies

Executive Summary: https://scfirststeps.org/wp-content/uploads/2019/12/FirstSteps2019Eval_ExecSummary.pdf

Key Findings: https://scfirststeps.org/wp-content/uploads/2019/11/one-pager_revised.CR_.19Nov2019.pdf

Infographic: https://scfirststeps.org/wp-content/uploads/2020/01/Closing-the-Gap-One-Pager.pdf

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**   _____X_____ **No**

If "Yes," please describe recommendations below:

5. Program Budget – Please note that the Office of Finance will submit the following information to the EOC.
For FY2020-21, assume that the continuing resolution is in effect.

Funding Sources	FY 2019-20 Actual	FY 2020-21 Estimated
State Funds:		
EIA	29,336,227	29,336,227
General Fund	6,573,418	6,595,180
Lottery		
Fees		
Federal Funds (specify): PDG, SLDS, AmeriCorps	1,006,890	4,197,862
Other Sources:		
Grant: Private	203,800	344,529
Contributions	133,287	220,250
Non-Profit (Foundation, etc.)		
Other (specify): Interest	198,987	200,000
Carry Forward from Prior Year	**$11,586,095**	**$8,590,444**

Expenditures	FY 2019-20 Actual	FY 2020-21 Estimated
Personal Service	2,817,443	4,020,130
Contractual Services	2,319,374	4,417,203
Supplies & Materials	895,713	1,039,815
Fixed Charges	317,180	396,500
Travel	112,920	201,390
Equipment	71,155	98,000
Employer Contributions	1,090,933	1,559,160
Allocations to Districts/Schools/Agencies/Entities	32,982,281	33,529,622
Other: IDC		9,552
Balance Remaining		
TOTAL:	**40,606,999**	**45,271,372**
# FTES:	**55.5**	**52**

6. Future EIA Funding Requests – <u>Please assume that the current fiscal year's appropriation is the same funding level as in Fiscal Year 2019-20.</u>

  A. The total amount of EIA funds requested for this program for fiscal year 2021-22 will be (check only one):

  _____X_____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 2020-21	$
Amount of increase requested in EIA funding for FY 2021-22	$
Amount of decrease requested in EIA funding for FY 2021-22	$
Total amount of EIA funding requested for FY 2021-22	$

  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 2021-22?

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 $880,087_ and would impact the program accordingly:

There would be a reduction of at least **757** children served in our Local Partnerships, and at least **66** children in our 4K Program**.**

  5% Reduction in EIA funding equates to $1,466,811_ and would impact the program accordingly:

There would be a reduction of at least **1,262** children served in our Local Partnerships, and at least **110** children in our 4K Program.

  7% Reduction in EIA funding equates to $2,053,536_ and would impact the program accordingly:

There would be a reduction of at least **1,767** children served in our Local Partnerships, and at least **154** children in our 4K Program.

  10% Reduction in EIA funding equates to $2,933,623_ and would impact the program accordingly:

There would be a reduction of at least **2,524** children served in our Local Partnerships, and at least **220** children in our 4K Program.

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.

Agency Name:	First Steps		
Agency Code:	H620	Section:	1

FORM D – PROVISO REVISION REQUEST

NUMBER	1.56&1A.29
	Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Full-Day 4K & SDE-EIA: Full-Day 4K
	Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness, Sec. 1, XIII Employee Benefits
	Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	Yes, Full Day 4K (CDEPP)
	Is this request associated with a budget request you have submitted for FY 2021-2022? If so, cite it here.

REQUESTED ACTION	Amend
	Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	State Department of Education
	Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	These two provisos provide annual funding levels and geography for the CDEPP program, the proviso is contained in both General Funds and Education Improvement Act Funding sections of the budget bill and they should contain the same wording.

The statutes require an annual increase in the tuition amount based on an inflation factor but there is no expected increase in inflation for FY 2021-21.

This proviso change would increase the tuition reimbursement rate from its current $4,600 per child to $4,800 per child. A 2018 Rand Corporation Study commissioned by the EOC reported that child care centers' "true cost" for providing First Steps 4K is $7000, but only $4600 per student is reimbursed by the state. The child care centers that provide Full Day 4K are financially struggling to survive now more than ever, having experienced lower enrollment during COVID and years of reimbursement rates that are insufficient to cover their true costs. They can no longer "float" this difference, and as a result, centers are closings or declining to take First Steps 4K students. It is critical to increase the reimbursement amount from $4,600 to $4,800 per student per year to help the centers come closer to getting the full cost of providing this program in their center. The amount paid to centers has been increased four times since the inception of the program in 2006, contrary to state statutes which call for an annual increase.

In addition, the language related to the prior school year is amended to say the current school year. |

FISCAL IMPACT	The $200 in additional cost per child for the tuition reimbursements for SC First Steps would be $678,800 based on the total cost of tuition for 2019-20 and for the number of children participating in the program for that most recent full year.

PROPOSED PROVISO TEXT	(SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the ~~prior~~ current school year are eligible to participate in the South Carolina Early Reading Development and Education Program ~~in the current school year~~. Public and private providers shall be funded for instructional costs at a rate of ~~$4,600~~ **$4,800** per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $574 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available. Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings. Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of

Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Paste existing text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Agency Name:	First Steps		
Agency Code:	H620	Section:	1

FORM D – PROVISO REVISION REQUEST

NUMBER	1.68&1A.56	
	Cite the proviso according to the renumbered list (or mark "NEW").	

TITLE	SDE: CDEPP Unexpended Funds & SDE EIA: CDEPP Unexpended Funds
	Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness, Sec. 1, XIII Employee Benefits
	Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	Yes: Full-Day 4K (CDEPP)
	Is this request associated with a budget request you have submitted for FY 2021-2022? If so, cite it here.

REQUESTED ACTION	Amend
	Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	State Department of Education
	Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	These two Provisos direct the use of 4K unexpended funds at SC First Steps and should contain the same wording.
	Requested changes include an elimination of $1 million to be transferred to the Education Oversight Committee. SC First Steps eliminated its cash carry forward in the 4K Program at the end of SFY 2019-20 due to additional services to children and their related expenditures. The EOC supports this request.
	Requested change replaces a fiscal year reference with "the current fiscal year" to prevent the need to amend this proviso annually.
	In addition, the SC First Steps requested changes will allow us to continue to improve the quality of services to eligible children, based on its level of funding, by increasing the payment to high quality centers. In addition to centers rated high quality by the ABC Quality System, national accreditation by the National Association for the Education of Young Children will also be used as an indicator for high quality.
	The limitation of $1 million is being increased to $1.4 million for high quality centers. In addition, SC First Steps can use any source of funds, not just carryforward, if they are available, to cover these costs. This will be important as SC First Steps increases the number of children served in these centers.

FISCAL IMPACT	The initial Fiscal Impact would include a reduction of $1 million in transfers to the Education Oversight Committee. The increase in Fiscal impact may be as much as $400,000 for Quality Improvement. This request is associated with the recurring increase for Full-Day 4K requested in this budget packet. The net effect of these changes should result in a decrease in expenditures of $600,000.

PROPOSED PROVISO TEXT	**1.68.** (SDE: CDEPP Unexpended Funds) For **the current** Fiscal Year ~~2019-20~~, the Office of First Steps to School Readiness is permitted to use ~~retain the first $1,000,000~~ $1,400,000 of ~~any unexpended~~ CDEPP funds ~~of the prior fiscal year~~ and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. ~~By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee - $1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.~~ ~~If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.~~ If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. The department and the Office of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored "Does Not Meet Expectations" on the state English/language arts assessment are serving all eligible four year olds. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs. For **the current** Fiscal Year ~~2019-20~~, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality centers in order to increase the numbers of First Steps participants. ~~Utilizing up to $1,000,000 of carry-forward funding, t~~ The reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the Department of Social Services **or has National Association for the Education of Young Children (NAEYC) Accreditation** may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps. No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of

participants.

Agency Name:	First Steps		
Agency Code:	H620	Section:	1

FORM D – PROVISO REVISION REQUEST

NUMBER	1.73

Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: Military Child Care Centers

Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	No

Is this request associated with a budget request you have submitted for FY 2021-2022? If so, cite it here.

REQUESTED ACTION	Amend

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	Proviso allows SC First Steps to reimburse child care centers in military child care settings for CERDEP eligible children. Funds do not supplant federal funds. The requested change would allow facilities in school districts that are approved for the current year, not the previous year.

FISCAL IMPACT	Proviso allows for current CERDEP eligible children to receive instruction at military child care centers. There would be no increase in cost nor would these funds supplant any federal fund expenditures.

PROPOSED PROVISO TEXT	**1.73.** (SDE: Military Child Care Centers) During the current fiscal year, South Carolina First Steps to School Readiness may extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children residing in school districts approved for participation ~~during the prior fiscal year~~ and may not be used to supplant any existing federal child care investment.

Agency Name:	First Steps		
Agency Code:	H620	Section:	1

FORM D – PROVISO REVISION REQUEST

NUMBER	1.74

Cite the proviso according to the renumbered list (or mark "NEW").

TITLE	SDE: First Steps 4K Underserved Communities

Provide the title from the renumbered list or suggest a short title for any new request.

BUDGET PROGRAM	Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	Yes: Full-Day 4K (CDEPP)

Is this request associated with a budget request you have submitted for FY 2021-2022? If so, cite it here.

REQUESTED ACTION	Amend

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	Proviso allows private providers to apply for up to $30,000 in one-time supplemental funds to increase the number of children served by bringing themselves into compliance with licensing regulations, materials and staffing so they can provide 4K for children in underserved areas. In addition, the proviso allows services to be offered if providers provide services to multi-districts, and multi counties.

Date of reporting needs to be changed to reflect the new budget year.

One change is being requested to eliminate the words "Newly created or newly approved". This change would allow any child care center, whether currently a provider or not, to add additional classrooms, which in turn will increase the number of children served. This creates a fair opportunity for any provider to increase children served.

We are also requesting to delete the words "during the most recent fiscal year." This will ensure that any currently eligible community or center can participate.

In addition, we are requesting to remove the $1 million in carryforward funds for private grants for public private partnerships. The carryforward balance for the 4K program has essentially been eliminated as of July 1, 2020. |

FISCAL IMPACT	There is no fiscal impact with the change to this proviso.

PROPOSED PROVISO TEXT	**1.74.** (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within underserved communities eligible for participation ~~during the most recent fiscal year~~. ~~Newly created and/or newly approved p~~ **Private** providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to $30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15, 2022.
	For the current fiscal year ~~Fiscal Year 2019-20~~, the Office of First Steps may pilot a program to provide CERDEP services in underserved communities serving multi counties and multi-districts. 4K centers served by this pilot may provide CERDEP-funded services to eligible children from non-CERDEP districts but must also offer services to students from at least one school district eligible to participate in the CERDEP program. ~~Utilizing up to $1,000,000 of carry-forward funding, First Steps may provide grants to participants in this pilot if they are public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in the CERDEP program following guidelines developed by SC First Steps. Providers participating in this pilot are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness.~~

CLOSING THE GAP

In 2019, South Carolina First Steps commissioned the Institute for Families in Society at the University of South Carolina to conduct research assessing the iniative's impact on children and families statewide. Here's what they found:

> **First Steps local partnership services are closing the gap for children in poverty.**

Children who receive First Steps services are:

74% more likely

to score Demonstrating Readiness on the Kindergarten Readiness Assessment

34% less likely

to be chronically absent in kindergarten

First Steps services increase parent competence and confidence.
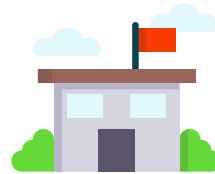
First Steps has positive effects on child care quality.

> **Achieving these important results is a function of the strong collaborations of the First Steps local partnerships.**

#ClosingTheGap

Learn more at **SCFIRSTSTEPS.ORG**

FIRST STEPS
SOUTH CAROLINA

Thomas E, Hodges, Ph.D.
Executive Associate Dean for Faculty & Academic Affairs
College of Education

August 17, 2020

Members of the South Carolina Legislature & Other Proviso 1A.85 Stakeholders:

I am delighted to share the first annual report for Proviso 1A.85, which summarizes activities in the launch of the *Carolina Collaborative for Alternative Preparation* (CarolinaCAP), a new and innovative approach to teacher recruitment and preparation in South Carolina. The pages that follow describe the design and goals for the program, activities undertaken during FY20, program launch data, and next steps in delivery and recruitment.

While final approvals for the program occurred in February 2020 and were closely followed by the COVID-19 pandemic, an extraordinary set of partnerships and infrastructure have been developed in support of CarolinaCAP. The program already boasts 12 district partners including eight along the I-95 corridor. A candidate recruitment plan, website, and Microcredential platform have all been established in support of CarolinaCAP. Most impressive, though, is the diverse array of expertise shared by individuals who have deeply engaged in this program from its inception. A truly unique feature is the collaboration between the College of Education, Center for Teaching Quality – a national non-profit, and rural school districts across the state. No other alternative teacher preparation program in the United States includes such a design.

We request Proviso 1A.85 be included in the FY21 budget, allowing CarolinaCAP to expand its reach to more high-needs districts in the state through a pathway to the teaching profession that allows teachers to continue to live, learn and work in their local communities. Our College of Education is delighted to serve South Carolina in this important work. If any additional information is needed, please do not hesitate to ask.

Sincerely,

Thomas E. Hodges, Ph.D.

Carolina Collaborative for Alternative Preparation

End of Year Report, Year One

Executive Summary

The University of South Carolina (UofSC), the Center for Teaching Quality (CTQ), and rural school districts in South Carolina are implementing a three-year, high-quality alternative teacher preparation pathway, CarolinaCAP. The purpose of Carolina CAP is to make UofSC's rigorous, university-based program more available to rural candidates and school districts and further advance its commitment to preparing and supporting educators for systems most in need.

CarolinaCAP made significant progress against year one goals despite the challenges of a truncated first year and the COVID-19 pandemic. Final approval of the program was anticipated in fall 2019 but did not occur until February 11, 2020. The active recruitment period was therefore reduced to approximately four months, falling late in the year to effectively capture a cohort of the originally planned size. To accommodate this delay, in addition to the July 2020 launch, the team will also hold October 2020 and January 2021 launches to expand the cohort numbers for year one. Additionally, the COVID-19 pandemic shut down all school operations in South Carolina approximately one month after that approval was secured. While CarolinaCAP benefitted from already having elements of virtual delivery in place, the disruption further interrupted recruitment and application efforts with districts and candidates and slowed approvals for those candidates in the pipeline.

Considering these challenges, the initial year has been extremely successful as measured against key elements of the program stated in the authorizing proviso from the SC legislature:

1. **District recruitment and targeting of I-95 corridor districts exceeded requirements for participation.** The proviso's first-year requirement included recruiting at least ten rural districts. With 12 participating rural districts, CarolinaCAP reached 120% of this goal. Most significantly, recruitment doubled the number of I-95 districts from four to eight districts.

2. **Recruitment efforts yielded 174 applicants in the pipeline.** Engagement with districts allowed relatively rapid progress despite a truncated recruitment period, suggesting future years will see the program at or in excess of goals for numbers of applicants and candidates. Additionally, these applicants meet the needs for targeted recruitment specified for CarolinaCAP in the proviso, including meeting needs for Early Childhood and Elementary educators. CarolinaCAP is currently the only Alternative Certification program in South Carolina offering certification in Early Childhood and Elementary education, and 79% of the 174 applicants are interested in these

areas. CarolinaCAP preparation includes courses, coaching, and micro-credentials. To meet the additional provisions for special education teachers, the special education micro-credentials will be offered to all subject areas during the 2020-21 school year. These and additional special education micro-credentials will be available for the 2021-22 CarolinaCAP cohorts that will include candidates seeking certification in Special Education. Additional micro-credentials will focus on literacy and STEM.

3. **CarolinaCAP is providing diverse teachers who will meet the needs of diverse districts.** CarolinaCAP serves districts in which 71% to 92% of students are eligible for Free and Reduced Lunch, and many of whom are students of color. Based on a survey (28 respondents of 29 candidates), 22 were previously employed by schools and thus can be expected to be good fits with employment in public schools. Additionally, 19 candidates identified as Black and 9 identified as White. The diversity of life and other professional experience is significant with eight teachers in their 20s, seven in their 30s, seven in their 40s, two in their 50s, and four over the age of 60.

4. **CarolinaCAP is cost effective.** The total cost for CarolinaCAP is $7,500 per teacher, which covers three years of support, making it very competitive in the marketplace for alternative preparation models. For qualifying rural districts, $3,000 in legislative funding is used to offset partnering district fees for each candidate. Qualifying rural districts are responsible for the remaining $4,500 fee for each candidate.

Data and feedback from Year One will be applied to improve Year Two program implementation. A robust recruitment plan for districts and candidates has been developed, and with the benefit of a full-year timeline will be facilitated through the trilateral partnership to increase the number of districts and candidates served in CarolinaCAP. The plan includes a communications strategy to share the impact of CarolinaCAP on South Carolina students and schools. In addition, increased support will be provided to applicants to assist them in navigating the application process and passing the required Praxis assessments. Finally, a customer relations management system and micro-credential platform will ensure accurate collection, tracking, and analysis of programmatic data.

Introduction

As provided in Proviso 1A.85 of the FY20 Legislative proceedings, the University of South Carolina (UofSC) was awarded $750,000 to prepare, support, and retain teachers for rural school districts in South Carolina (SC) through implementation of a three-year, high-quality alternative pathway (see Appendices A and B). SC schools reported more than 555 unfilled teaching positions at the start of the 2019-20 school year, many of these concentrated in rural districts, in schools serving students who experience poverty, and/or in hard-to-staff content areas. As the largest preparer of teachers in South Carolina and the first to receive national accreditation through both NCATE and CAEP, UofSC created the Carolina Collaborative for Alternative Preparation (CarolinaCAP) to make its rigorous program more available to rural candidates and school districts and further advance its commitment to preparing and supporting educators for systems most in need.

In service of this vision, CarolinaCAP is built upon a "tripod" partnership that provides unique capacities to address recruiting, retaining, and preparing highly effective educators throughout South Carolina. Following research about best practices across traditional and alternative pathways into teaching, CarolinaCAP marries the best of many approaches by integrating expertise of master practitioners, district leaders, ed tech solutions, university faculty, and innovative non-profits. UofSC serves as an anchor partner and the formal provider for CarolinaCAP. Rural districts served by CarolinaCAP are integrated into the program model as explicit partners in candidate identification, preparation, and support. Completing the tri-partnership structure of CarolinaCAP, the Center for Teaching Quality (CTQ), a national non-profit that has led innovations in teacher development and leadership, supports blended delivery of learning experiences and coaching. For a list of CarolinaCAP personnel and partners, see Appendix C tables.

This report highlights the work of these partners in the start-up year. As with any innovation of this complexity, there have been a number of challenges to overcome. There have also been a number of successes upon which to expand CarolinaCAP, based on the strength of the program's model:

1. The authentic trilateral partnership among the UofSC, CTQ, and rural SC school districts sets it apart from other alternative certification programs in that **district partners** are being consulted to provide input and guidance on the content, delivery, and effectiveness of the program in meeting the needs of students.

2. CarolinaCAP provides an **intense support model** of coaching and co-teaching for the first *three years* of teaching.

3. Tapping experienced educators already in the schools where CarolinaCAP candidates are employed provides leadership and learning opportunities to seasoned teachers in these rural areas to encourage their **continued development, leadership, and retention**.

4. **Personalized assessment and learning of specific competencies** for each individual candidate via the use of micro-credentials employs a relatively new method for addressing competency-based professional growth for educators.

Extenuating Circumstances of Significant Impact

During 2019-20, CarolinaCAP made significant progress against year one goals despite two extenuating matters that significantly impacted planning, recruitment, and preparation of candidates for the first cohort:

- **A truncated year one.** Once funding for the program was officially approved at the close of the legislative session in summer of 2019, the UofSC immediately began the process of seeking application approval. The combination of a number of required levels of review resulted in final approval of the program not occurring until February 11, 2020, at the State Board of Education meeting. The team began preliminary recruitment efforts starting in the fall of 2019, in anticipation of eventual approval; however, no districts or candidates could make firm commitments to participate until the program was official. Instead of having an active recruitment window of approximately seven months, that window was reduced to less than four months. To accommodate this delay, in addition to the July 2020 launch, the team will also hold October 2020 and January 2021 launches to expand the cohort numbers for year one.

- **The COVID-19 pandemic.** While the compacted timeline proved to be extremely challenging, the devastating crisis created by the COVID-19 pandemic shut down all operations in South Carolina approximately one month after officially getting this project launched. The disruption of educational functioning at all levels (PreK, K-12, higher education, and state agencies), school closures, and social distancing requirements all forced profound shifts in planned recruitment and outreach as well as in program delivery. All activities (project team meetings, recruitment meetings, preparation of coaches, committee work, orientation, classes, etc.) were shifted to virtual delivery, requiring additional time for adaptation.

These challenges aside, efforts during the first year of CarolinaCAP resulted in serving a dozen rural districts seeking additional options to meet their recruitment needs. Moreover, adaptations by UofSC and its partners to program design and delivery – and the success in recruiting district partners – ensure that CarolinaCAP can remain on track going forward. Indeed, the fact that the model does translate so fluidly to online delivery may make it increasingly attractive to teacher candidates and districts as impacts of the pandemic continue.

Recruitment of Districts

The CarolinaCAP team met with individual districts and district consortia as early as summer 2019 to discuss the benefits of partnering for districts, students, and teachers. District recruitment meetings provided opportunities for potential partners to share current recruitment challenges, aspirations for the CarolinaCAP program, and suggestions for program support and delivery.

Districts were encouraged by the programmatic elements of individualized support (via the CarolinaCAP coaches), personalized learning through micro-credentials, the unique partnership structure, and program fees. A number of district leaders, when comparing costs of CarolinaCAP to other alternatives, found CarolinaCAP to be very cost effective. The cost for CarolinaCAP is $7,500 per teacher, which covers up to three years of support. For qualifying rural districts, $3,000 in legislative funding will be used to offset partnering district fees for each candidate. Qualifying rural districts are responsible for the remaining $4,500 fee for each candidate.

Each district shared challenges with candidates passing Praxis and the need to encourage home-grown prospects already invested in the community to apply. The CarolinaCAP team is working to address district feedback into program design and future recruitment efforts.

After district recruitment meetings and follow-up conversations, 12 districts signed on as CarolinaCAP partners. For a list of district recruitment meetings and the CarolinaCAP Memorandum of Agreement (MOA), see Appendices D and E.

Recruitment and Placement of Candidates

From the outset, recruitment of candidates included consideration of data needed to infom the program evaluation deign (see Appendix F overview and tables). CarolinaCAP recruited 29 candidates for 12 districts with percentages of students in poverty ranging from 71 percent to 92 percent (see Table F5 in Appendices). The candidates will serve in elementary and middle schools for 2020-21. Based on a survey of 28 of the 29 candidates, 22 were previously employed by schools. The diversity of life experience is significant with eight teachers in their 20s, seven in their 30s, seven in their 40s, two in their 50s, and four over the age of 60. Additionally, 19 identified as Black and 9 identified as White (see Table F6 in Appendices). Applicants come from a variety of careers including law enforcement, public schools (teaching assistants), public charter schools, and childhood development centers. These varied experiences are an asset to the candidates, students, and school communities. CarolinaCAP has 145 additional applicants who are in some phase of working toward participation in the October or January launch.

Districts are enthusiastic about the CarolinaCAP candidates who are participating. Several districts shared reasons they were attracted to becoming CarolinaCAP partners. Representative quotes of their feedback are highlighted below:

- **Addressing early childhood preparation:** "This is the only alternative route program that opens the door to early childhood and elementary certification. We have several instructional assistants and instructional substitutes who have degrees in these areas or have other degrees but want to teach at this level. This will not only assist our district in filling vacancies, but our community will also benefit as capable citizens are able to obtain jobs in a high poverty area."

- **Expanding options to leverage existing relationships with UofSC:** "We wanted to become a CarolinaCAP partner to expand our work with UofSC and assist in providing another avenue in which prospective teachers could receive certification."

- **Accessing continuing support for early childhood and elementary candidates as they become beginning teachers:** "The opportunity to get teachers certified with an alternative route for early childhood and elementary (attracted us). This is unique for this program. Also, the CAP coach is unique and is very valuable for support."

- **Developing teachers from staff already serving in their district:** "(CarolinaCAP) provides an opportunity for our employees who have proven themselves as educators to become certified teachers."

As the quotes above suggest, districts have been enthusiastic early partners with CarolinaCAP. Prospective and current candidates are pleased that CarolinaCAP is providing them an avenue to enter the profession. During recruitment sessions, prospective candidates expressed the desire to teach yet

described a lack of support to meet their goals. The structure of the CarolinaCAP coaching model will provide candidates with the individualized support they need to enter and thrive in the teaching profession. The coaching model is one of the primary advantages of the program for partner districts and candidates due to the ongoing, job-embedded, contextual support the coach provides.

District partners and the CarolinaCAP team collaborated to recruit candidates. Face-to-face recruitment sessions transitioned to virtual recruitment events via Zoom due to COVID-19. The CarolinaCAP team facilitated three such statewide recruitment events in April and May 2020 for 75 attendees. District partners attended the recruitment events, and breakout rooms were made available for districts to connect with interested applicants. Additional individual candidate recruitment calls and virtual meetings resulted in 174 candidates whoa are currently in some stage of the pipeline.

Most interest is in Early Childhood and Elementary Education, as CarolinaCAP is currently the only Alternative Certification program in South Carolina offering certification in those areas. In addition to the personalized learning through micro-credentials and individualized support via the CarolinaCAP Coach, district partners and applicants cited the inclusion of Early Childhood and Elementary Education as particularly valuable. See Tables G1 and G2 in Appendices for the number of candidates per district and a breakdown of applicant areas of interest.

CarolinaCAP candidate launches and Summer Institutes were held July 13–20, 2020 and July 27–August 7, 2020 for 29 candidates. Two additional launches will be facilitated in October and January for any of the remaining 145 applicants and other applicants who qualify and are hired by district partners.

Recruitment and Preparation of Coaches

Overview of the CarolinaCAP Coach Training

Teachers new to the profession frequently struggle with classroom management. With that in mind, the framework for providing coaching support prioritizes the implementation of rigorous and engaging lessons coupled with the development of strong relationships that result in productive classroom management. While there are other approaches to classroom management that focus on the application of external consequences, CarolinaCAP's approach is intended to actively engage students in their own learning while supporting their social-emotional need for connection to caring adults, thereby reducing or eliminating the need for the implementation of consequences. This key component for CarolinaCAP coaching is captured in the graphic below.

Rigorous and engaging lessons **+** Strong relationships **=** Productive classroom management

Modeling Rigor and Engagement

The second component of CarolinaCAP coach support is the concept of modeling. Coaches are expected to model rigorous and engaging learning and the development of strong relationships during their interactions with candidates. Strong models of what a skill looks, sounds, and feels like make it more likely that those skills will be transferred to a candidate's interactions with students. In order to ensure coherence throughout the CarolinaCAP coaching experience, the coach support facilitators also model the creation of rigorous and engaging lessons and the development of strong relationships.

Honoring the Life Experience of Candidates

CarolinaCAP candidates have unique life experiences that took place prior to their decision to pursue teaching as a career. Coaches are expected and supported to honor the experience that the candidates with whom they are working bring to the classroom. This includes accessing prior knowledge and skill related to problem-solving that may be applied to the classroom context.

Basing support Strategies in Rigorous Coaching Approaches

Some coaches are fully trained in Cognitive Coaching, a highly effective model for development of self-directed professional learners and educators. Those coaches will engage in supports to refresh and deepen their use of those strategies as they work with candidates through CarolinaCAP. Those who have not yet participated in Cognitive Coaching training will learn some of the foundational principles related to hosting coaching conversations with candidates. This approach was selected because CarolinaCAP teaching candidates come to the work with professional experience and already have some problem-solving strategies that may need to be adapted to the classroom context.

Co-planning and Co-teaching

A central component of the CarolinaCAP experience is that coaches and candidates will engage in co-planning and co-teaching. These strategies allow the candidate and coach to work alongside each other and learn by doing. Co-planning allows candidates an "insider's view" of how accomplished teachers prepare for lesson delivery, and co-teaching provides modeling opportunities and real time experiences in lesson delivery.

Overview of Support to Date

At the time of this report, CarolinaCAP is in the midst of its support for the first launch of cohort one in its transition into teaching for fall 2020. The CarolinaCAP coach support team hosted a two-day launch event on July 23 and 24, 2020, and a Candidate-Coach Teacher Meet and Greet on August 6, 2020. The intended outcomes for the launch events were as follows:

- Create and sustain a community of learners;
- Deepen knowledge of CarolinaCAP and its preparation of coaches;
- Self-assess coaching skills, behaviors, and attitudes and engage in processes to strengthen them;
- Create individual and group plans for "onboarding" candidates;
- Develop co-planning, co-teaching and co-assessing skills for engaging lessons; and
- Develop skills for building rapport and trust with candidates.

In addition, coaches engaged in the Teaching Tolerance exercise "Critical Practices for Anti-bias Education." This served as an introduction to what will be ongoing learning and support for both coaches and candidates related to diversity, equity, and inclusion.

Coaches will meet monthly in subsequent years to engage in their own professional learning related to coaching, as well as to share progress and strategies for supporting their teaching candidates. Ultimately, the group will become their own professional learning community as they support CarolinaCAP candidates. See Appendix H for a list of the CarolinaCAP Coaches' Roles, Responsibilities, and Expectations.

The candidates themselves have offered feedback support thus far and their views of teaching and equity (see Tables F2, F3, and F4 in Appendices). CarolinaCAP candidates were extremely positive about their readiness with their average responses ranging from 3.3-3.8 on a four-point Likert-type scale on a baseline survey based on UofSC's four core values of integrity, intellectual spirit, justice, and stewardship (see Table F2). They will complete the survey again in December 2020 and May 2021. They expressed a need for such things as clear communication, guidance, technology support, classroom management, and lesson planning (see Table F3). They see teaching and equity as being interrelated (See Table F4). Several examples from their baseline survey are illustrative:

> "Teaching needs to ensure that all students can have an equal chance to succeed and be successful."

> "All students need to be given the tools THEY need to be successful. In order to provide equitable access, students need the proper tools."

> "It challenges teachers to find common ground across all students. While it seems hard at first glance, students are all at school and all want/need an education and someone who is able to provide that. It's hard to be fair all the time, but it is a challenge worth taking on as a teacher because it is important to portray that to our students for their future endeavors and success."

Development and Delivery of Curricula

As required in the Proviso, the CarolinaCAP program is "based on emerging empirical evidence of effective teacher education." Curriculum development for CarolinaCAP has been a collaborative process led by two University of South Carolina faculty members. Collectively, both faculty members have designed two master's level courses for delivery within CarolinaCAP: 1) *EDTE 600 – Systematic Effective Teaching*, and 2) *EDUC 632 – Inquiry into Teaching: A Study of Effective Practice*. EDTE 600 and EDUC 632 are both hybrid courses intended to be delivered through a blend of face-to-face and virtual experiences. Course content was designed to intentionally support student learning as it occurs not only through the university coursework experiences, but more importantly, from and within their individual classrooms.

EDTE 600 - Systematic Effective Teaching focuses on the classroom environment, instruction, and professionalism. This course familiarizes students with relevant research, as well as provides students with opportunities to investigate theoretical perspectives, issues, and dispositions regarding classroom environment, instruction, and professionalism. EDTE 600 learner outcomes consist of the following:

1. Develop ways of describing what goes on in classrooms and how a teacher's dispositions and biases can impact the interests, learning, and social development of students.

2. Describe the strategies, rituals, and routines that can be used to establish and maintain a productive learning community addressing the varying social and economic factors present.

3. Analyze essential elements of classroom organization, instruction and a teacher's expectations that inform management systems.

4. Explore concepts of culturally responsive teaching which entail learning, thinking, and understanding how teachers can create equitable learning environments that honor and build on a student's cultural experiences, language practices, development levels, and funds of knowledge.

To support the development of these learner outcomes, EDTE 600 attends to the following topics throughout the course:

1. Cultivating a positive classroom environment;

2. Getting to know your students;

3. Culturally responsive classroom management;

4. The use of language within the classroom;

5. Identity;

6. School and community culture;

7. Kid-watching (observing students in various settings to learn more about them);

8. Standards and objectives; and

9. Professionalism.

EDUC 632 – Inquiry into Teaching: A Study of Effective Practice is designed to engage students in guided inquiry focused on common problems of practice encountered in Pre-K-12 classrooms. Emphasis is on enhancing students' knowledge of content and pedagogy, which impact learning. The content of the course familiarizes students with relevant research, as well as provides students with opportunities to systematically inquire into theoretical perspectives, issues, and dispositions regarding classroom environment, instruction, and professionalism. Additionally, EDUC 632 serves as a space to prepare CarolinaCAP students for future engagement in micro-credentialing, as it authentically introduces them to the micro-credentialing process (see next section). EDUC 632 learner outcomes consist of the following:

1. Explore and demonstrate practices and behaviors of developing career elementary teachers;

2. Integrate and apply knowledge to analyze and critique experiences in the classroom setting;

3. Implement and evaluate acquired knowledge of curriculum, standards, instruction, learning, and assessment in the context of actual school practice;

4. Examine strategies for establishing and maintaining collaborative relationships with parents, school-based colleagues, and agencies in the larger community;

5. Employ responsiveness to cultural patterns through communication, teaching, and decision making in a diverse classroom;

6. Examine different ways students learn and how to address the diverse student needs that exist in Pre-K-12 classrooms;

7. Critically analyze instructional strategies that facilitate critical thinking and problem-solving abilities in elementary students; and

8. Cultivate an inquiry stance as a teacher and learner.

To support the development of these learner outcomes, EDUC 632 attends to the following topics throughout the course:

1. Teacher research and practitioner inquiry;

2. Standards and learning objectives;

3. Instructional strategies;

4. Learning theories;

5. Culturally responsive pedagogy;

6. School-community relationships;

7. Teacher leadership; and

8. Professionalism.

Integration of Micro-credentials to Assess Competencies

The process for developing micro-credentials encompassed three stages: team preparation, competency identification, and micro-credential composition. Team preparation included assembling a team of professors from a variety of fields and specialties, training them on the fundamentals of micro-credentials as well as design and implementation principles, and analyzing existing micro-credentials to gain a discerning eye for quality and coherence. The competency identification stage required the team to articulate the standards CarolinaCAP candidates must demonstrate to successfully complete the program. The team identified 33 competencies based on the South Carolina Teaching Standards 4.0 Rubric as the program's pedagogical standards. Micro-credentials are drafted, peer reviewed, revised, and copy-edited during the micro-credential composition stage.

The team has completed the following micro-credentials as of the submission of this report, based on the standards in the 4.0 Rubric, with the balance of 23 micro-credentials to follow by August 31, 2020:

- Five of 15 in the Instruction domain
- Three of four in the Planning domain
- Two of 10 in the Environment domain

- None of the 4 in the Professionalism domain

A faculty member in special education created two micro-credentials focused on an overview for Positive Behavior Interventions and Supports and co-teaching approaches. Both micro-credentials cover content that is critical for teachers to implement when promoting inclusive classrooms. Each micro-credential will be a part of its own respective stack (multiple micro-credentials of related competencies addressed under one topic). For example, the behavioral support stack includes four micro-credentials on Tier-2 behavior support strategies (i.e., check-in/check-out, behavior contracts, self-management and self-monitoring, and group contingencies). These strategies are intended to support students who engage in behavior that is non-responsive to class-wide systems (e.g., establishing rules and expectations).

The special education micro-credentials will be offered to candidates of all subject areas during the 2020-2021 school year. These and additional special education micro-credentials will be available for the 2021-2022 CarolinaCAP cohorts that will include candidates seeking certification in Special Education. Additional micro-credentials to be integrated into the program will focus on literacy and STEM (science, technology, engineering, and math).

Development and Launch of Website and Candidate Platform

A CarolinaCAP webpage was developed within a newly created Office of Educator Outreach website. This online landing page will serve as one of the first points of contact for interested candidates, where they can find information about CarolinaCAP entry requirements, current certification areas, and register for recruitment events. The site will include video testimonials, articles, blogs, and other resources highlighting CarolinaCAP and the UofSC outreach initiatives.

Research and data analysis are essential to CarolinaCAP, as the information will help ensure program components meet the diverse needs of candidates and partners. The team secured a vendor, Get Efficient, A platform has ben created to track and store candidate and district data for program analysis and improvement. In addition to data entry and tracking, the platform will provide space for CarolinaCAP coaches and candidates to interact virtually, as well as a system for micro-credentials to be submitted and assessed. The first phase of the platform, the customer relationship management system (CRM), was developed in spring and early summer 2020 and will be released in late August. The CRM portion of the platform will house data for applicants, candidates, coaches, and district partners.

The micro-credential section of the platform will be available for use in fall 2020. Candidates will work from a personalized dashboard displaying the status of each micro-credential required for submission. The submission process includes step-by-step instructions and a frequently asked question section for technical support. Coaches will have access to their candidates' status on each micro-credential submission in an effort to provide tailored support.

In keeping with the collaborative nature of CarolinaCAP, districts and coaches provided feedback on the development of the system and served as Beta testers to ensure the platform is easy to navigate and collects the most informative and useful data.

Development of CarolinaCAP Handbook

The CarolinaCAP handbook is intended to serve as an ongoing resource for both candidates and districts. Grounded in the original program goals as outlined within CarolinaCAP's proviso and application to the SCDE, the handbook's authoring team reviewed similar materials for other alternative providers including Program of Alternative Certification for Educators (PACE), Greenville Alternative Teacher Education (GATE), and Teach For America (TFA), along with the Clinical Experiences Manual for the UofSC College of Education.

The handbook underwent multiple rounds of revision to ensure all perspectives were taken into account. The handbook will evolve as the CarolinaCAP team learns more throughout this first year. A copy of the handbook will be provided upon request.

CarolinaCAP Steering Committee

The Steering Committee is an integral part of the project's ongoing development and oversight, as it ensures balanced participation and leadership among each of the three key partners invested in the program's work (see Appendix I). The 2020-2021 Steering Committee is composed of one district representative from each district partner (12 total), two CarolinaCAP coaches, two CarolinaCAP candidates, three CTQ staff members, and five UofSC faculty and staff members. As the number of district partners increases, one to two district representatives from each region will serve on the committee instead of one person per district.

The purposes of the Steering Committee include the following:

- Provide insights into the shared needs and aspirations of candidates, coaches, districts, and organizations;
- Give structured, specific feedback on the processes, procedures, and tools as they are developed; and
- Inform the involved organizations of the lived experiences of candidates, coaches, and districts so that processes, procedures, and tools can be adapted and adjusted as needed.

The committee will engage in quarterly online meetings and two annual face-to-face work sessions (when permitted and safe to do so). The work session for the first 2020-2021 convening was virtual, as COVID-19 challenges would not allow a face-to-face meeting.

Development of Research and Program Evaluation Design

Developed by Jonathan Eckert and Grant Morgan, the comprehensive program evaluation is designed to flexibly address areas of strengths and weaknesses in the context of participating school districts in order to improve program support (see Appendix F and Table F1 for overview). Using a mixed methods design,

researchers will use survey data, interviews, focus groups, site visits, and school data to identify areas for improvement and strength. Explicitly for this program evaluation, the following have been developed:

- Candidate surveys to identify how candidates develop through preparation and support experiences that will be administered three times a year;

- A student survey to provide feedback on CarolinaCAP candidates' teaching; and

- A survey of the school context to determine the efficacy of the school and candidate.

The researchers have developed interview and focus group protocols as another form of formative feedback that will also serve to inform the summative assessment of the program. Through interim reports, CarolinaCAP will receive data upon which to determine course corrections as well as overall impact on school and district efforts.

Conclusion

While year one development and implementation has been subjected to extreme challenges, the team of educators and supporters focused on realizing this innovative approach to altrnaitve preparation is optimistic about taking what has been learned in the first months to strengthen the CarolinaCAP model in year two. For example, a more tailored and robust recruitment plan for districts and candidates is under development. With the benefit of a full-year timeline, activities facilitated through the trilateral partnership will increase the number of districts and candidates CarolinaCAP serves.

Expanded support will be provided to applicants to assist them in navigating the application process and passing the required Praxis assessments, given that all districts thus far have shared the challenge of this requirement as a barrier to accessing teaching talent in their respective communities.

Additionally, development and deployment of the customer relations management system and micro-credential platform will ensure accurate collection, tracking, and analysis of programmatic data to further inform program improvements in the future.

Given how pressing program recruitment and buildout were in the first year, publicizing the CarolinaCAP could not be prioritized; however, some good press was published (see Appendix J). Perhaps most important to recruitment for year two, the communications strategy will incluce the addition of more publicly sharing stories of the impact of CarolinaCAP on South Carolina students and schools and assisting districts with more local publicity for this work.

Appendices

Appendix A: Proviso 1A.85

1A.85. (SDE-EIA: Teacher Recruitment Program) On or before September 30th of Fiscal Year 2019-20 following the development of accountability metrics, $750,000 of the funds appropriated in this Act to the Department of Education for "Rural Teacher Recruitment" shall be allocated to the University of South Carolinas College of Education (COE) for the development and implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching Quality (CTQ). The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment and/or enhance the states ongoing rural teacher recruitment initiatives such as those supported pursuant to Part 1A.54 of this Act. At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the 1-95 corridor and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains intensive mentoring and support for candidate teachers. Before any funds are disbursed to the COE, the COE and CTQ shall develop accountability metrics for the pilot program that must include, at minimum, employment outcome indicators such as job placement and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the pilot program. No later than June 30th, program data and evidence collected as a result of this accountability requirement must be shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee.

Appendix B: Budget Expenditures

Description	Amount
Course development	$13, 210.00
Website development	19,500.00
Micro-credential development	27,500.00
Micro-credential platform development/maintenance	216,260.00
Program Director (.66 FTE)	81,966.00
Project management/Coaching development & support	59,685.00
Summer experience materials for candidates	15,000.00
Faculty professional development	300.00
Parking for meetings	500.00
Faculty & staff travel (covered by UofSC)	0.00
Equipment & materials	1,481.00
Marketing and Branding	5,400.00
CTQ staff time, supplies, materials, travel	251,698.00
External evaluation	57,500.00
Proviso allocation expenditures	**$750,000.00**
In-kind Contributions (UofSC Faculty & Staff)	84,945.00
Total Expenditures	**$834,945.00**

Appendix C: CarolinaCAP Personnel and Partnership Tables

Table C1: CarolinaCAP Personnel

Name	Position
Tria Grant	Program Director
Renee Chase	Project Manager
Tommy Hodges	Executive Associate Dean for Faculty & Academic Affairs
P. Ann Byrd	CTQ, President and Partner
Cindy Van Buren	Assistant Dean for Professional Partnerships
Beth White	Development Team and Instructor
Shelly Curcio	Development Team and Instructor
Chris Burkett	Candidate Coordinator
Gwen Lorinovich	Budget Manager

Table C2: CarolinaCAP District Partners

District	District Contact	Superintendent
*Bamberg 2	Michelle Nimmons	Thelma Sojourner
Barnwell 45	Rachel Wall	Crissie Stapleton
*Colleton County	Cliff Warren	Jim Tindal
Fairfield County	Denise Sowell	JR Green
*Hampton 2	Conchita Bostick	Martin Wright
*Lee County	Shawnta McKenzie	Wanda Andrews
*Marion County	Paula Grant	Kandace Bethea
*Marlboro County	Barbara McCall	Gregory McCord
Newberry County	Carson Ware	Jim Suber
*Orangeburg County	Jerome Davis	Shawn Foster
*Williamsburg County	Claire Murdoch	Rose Wilder
Williston 29	LaToya Thomas-Dixon	Marcella D. Shaw

*Denotes I-95 corridor districts

Appendix D: District Recruitment Meetings

Date	Consortium/District
September 2, 2019	Fairfield County School District
October 9, 2019	Salkehatchie Consortium Barnwell 29 – Williston Barnwell 45 Colleton Hampton 1 Hampton 2
December 9, 2019	Midlands Educator Effectiveness Roundtable Group Lexington 1 Lexington 2 Lexington 4 Lexington 5 Richland 2 Calhoun County Fairfield County Sumter Dorchester 4
December 11, 2019	Dorchester School District 4
January 9, 2020	Orangeburg County School District
February 12, 2020	Rock Hill County School District
February 27, 2020	Pee Dee Education Center Williamsburg Marlboro County Florence 2 Dillon 3 Marion County Georgetown County Darlington County Clarendon 3 Florence 5
February 27, 2020	Florence 1
March 4, 2020	Marion County School District
March 10, 2020	Marlboro County School District
April 21, 2020	Salkehatchie Consortium (2nd Meeting)
June 3, 2020	Williamsburg County School District

Appendix E: Sample Memorandum of Agreement with District Partners

Memorandum of Agreement

Carolina Collaborative for Alternative Preparation (CarolinaCAP)

This understanding is between the University of South Carolina (UofSC/"Provider") and XXXXX School District ("District") regarding the Carolina Collaborative for Alternative Preparation (CarolinaCAP). CarolinaCAP is part of a unique partnership being developed by the University of South Carolina in partnership with the Center for Teaching Quality (CTQ/"Provider Partner") and partnering school districts. This agreement will be in effect from XXXXX XX, 2020, until June 30, 2023. The following information outlines the understandings among and the responsibilities of the District, the Provider, and the Provider Partner as they relate to CarolinaCAP.

Collaboration among District, Provider, and Provider Partner

- Engage in developing, executing, and refining recruitment strategies for candidates and the marketing of CarolinaCAP;

- Co-construct the in-service professional learning curriculum to serve individual needs of candidates to align with district professional development strategy, including the integration of site-based and virtual professional learning communities (PLCs);

- Pilot and refine new models of co-teaching that create time and space for accomplished teachers to mentor new recruits;

- Design and implement incentives for accomplished teachers to serve in mentoring/coaching roles and support their own development and retention;

- Design and implement policies and practices to integrate micro-credentials as a means to support teacher development toward mastery of state teaching standards (SCTS 4.0); and

- Participate in collaborative research to assess effectiveness of CarolinaCAP, using joint data collection to engage in cycles of continuous improvement.

Participation Requirements

To successfully implement the above, the District agrees to fully participate in the following activities:

Fall 2019 / Spring 2020

- Recruit a district cohort with a minimum of five candidates. (NOTE: Smaller districts will have an option to collaborate with other districts to meet this requirement.)
- Recruit accomplished teachers to serve as CarolinaCAP Coaches. Ratio of CarolinaCAP Coaches to candidates will be negotiated, based on characteristics of cohort members.

Summer 2020

- Intensive summer experience for candidates
- One full-day meeting for designated district personnel
- Three-day training for CarolinaCAP Coaches who will co-teach

Fall 2020 / Spring 2021

- Up to four site visits at the school/district

Summer 2021

- Intensive summer experience for candidates
- One full-day meeting for designated district personnel
- Two-day meeting for CarolinaCAP Coaches who will co-teach

Fall 2021 / Spring 2022

- Up to four site visits at the school/district
- Continued CarolinaCAP Coaching support

Fall 2022 / Spring 2023

- Up to four site visits at the school/district
- Continued CarolinaCAP Coaching support

Support, Data, and Research Requirements

- Co-design a coach support model that meets the requirements of the program;
- Complete all requested documents and surveys prior to established deadlines (all three years of program); and
- Participate in virtual and face-to-face conversations to be scheduled to accommodate all parties.
- Provide district data to CarolinaCAP for accreditation review and program improvement.

Financial Requirements and Obligations

- Total fee costs are $7,500 per candidate.

- Districts are responsible for payment in full no later than August 31st of the first year of participation. For qualifying rural districts, $3,000 in legislative funding will be used to offset partnering district fees for each candidate. As a recruitment/retention strategy, partnering districts may elect to offset all or a portion of remaining candidate fees ($4,500). Or, districts may elect to set up a candidate fee payment schedule for reimbursement of all or a portion of district costs.

- Fees will be used to offset the cost of delivery and administration of the program and includes tuition for six to nine hours of graduate college credit.

- Partnering districts will dedicate an agreed-upon FTE percentage toward mentor/coach for candidates, based upon an agreed-upon ratio.

- Provider/Provider Partner will be responsible for funding for enrollment and budget management as well as overall administration of the program.

- UofSC's Office of Educational Outreach (OEO) will provide student enrollment services and contract services and will prepare all associated coursework for candidates.

Appendix F: Program Evaluation Information

CAROLINACAP EVALUATION PLAN

Determining impact of teachers and schools

We will use surveys, interviews/focus groups, site visits, and classroom level data to determine the effectiveness of CarolinaCAP. Through this mixed methods approach, we will design three surveys that will inform interview/focus group protocols, that will in turn inform site visits, document analysis, and data collection.

① Surveys

CarolinaCAP Survey - End Y1, Y2, Y3
Candidates, coaches, teachers, & administrators
Student Survey - End Y1, Y2, Y3
Summer Experience Survey - Beginning Y1

At the end of each year, we will provide a comprehensive report that will synthesize quantitative and qualitative findings to support program improvement and efforts to scale success.

② Interviews/Focus Groups

Interviews with CAP Candidates
Focus groups with CAP Coaches
These interviews and focus groups can be conducted via Zoom prior to or as a component of site visits.

③ School Site Visits & Data

Through site visits and classroom level (including demographic, teacher evaluation, and student achievement data) analysis during Y1, Y2, and Y3, we will be able to triangulate evidence of CAP Candidates' effectiveness as well as the readiness, supportiveness, and success of partner schools.

CONTACT

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Table F1: Evaluation Overview

Evidence	Timeline
Development, administration, analysis, and reporting of survey of district CAP partners to determine readiness and effectiveness	Baseline survey: June 2020 Impact assessment: June 2021, 2022, 2023
Annual interviews with administrators, mentors, CAP teachers	Could be via Zoom or in person 2020-2023
Focus groups of mentor teachers, CAP teachers	Could be via Zoom or in person At least two focus groups per year per district 2020-2023
Site visits for up to 10 districts for documentation and triangulation of survey and interview findings	5 days per year 2020-2023
Student surveys of CAP teachers	June 2021, 2022, 2023
Demographic data collected from CAP applications to link information to three years of data to determine effectiveness	Collected in 2020 and linked to all data collected moving forward
Student assessment data provided by the school	2020-2023
Student assessment data provided by the CAP teacher	2020-2023
"Summer experience" evaluation with participant feedback via survey	2020-2023
Annual survey feedback from CAP participants about experience and support	2021-2023
Comprehensive annual report including all data analyzed at the district level	August 1, 2020 August 1, 2021 August 1, 2022 August 1, 2023

Table F2: CarolinaCAP Preparation and Support Ratings
(Average response: 4-point scale "Strongly Disagree, Disagree, Agree, Strongly Agree")

Probe	July 2020 (N=28)	Dec. 2020	May 2021
I am always on time.	3.3		
I maintain boundaries between my personal and professional life.	3.5		
I am respectful of everyone with whom I interact.	3.7		
I enjoy interacting with my professional peers.	3.6		
I am thoroughly prepared for classes.	3.4		
I welcome feedback to improve.	3.7		
I teach to support the growth of each student.	3.8		
I seek to understand others before seeking to be understood.	3.4		
I communicate clearly with my supervisors.	3.6		
I anticipate the needs of others.	3.4		
I am well-prepared to develop relationships with students.	3.5		
I am well-prepared to develop relationships in my school community.	3.5		
I am well-prepared to teach equitably.	3.5		
I am prepared to be culturally responsive.	3.6		

Table F3: "What do you need most from your CarolinaCAP preparation?"

Respondents (N=28)
Guidance, clear communications, expectations communicated
A consistent schedule. Assistance with understanding areas where I may lack.
How to pass Praxis
I am looking to learn to be the most effective teacher possible to all types of students with a multitude of diverse backgrounds.
Guided help with how to use technology.
Support in things that are new, or I need clearer understanding.
I would like to be able to recognize my weakness and capitalize on my scoring.
Everything that is offered to learn.
Computer skills classroom management
Classroom Management
How do I develop a relationship with students whose behavior is disruptive turning the behavior to learning instead of being the class clown?
How to become an effective teacher in the classroom. Learn more about classroom management, lesson planning, record keeping, and kid watching.
How to be an effective teacher across the board. And be supportive.
Total support in completing and understanding all assignments
Confidence in my ability to teach
Standard/content specific support
I need support from a mentor and the materials and education to effectively teach students.
The continued support is needed.
Support
Support and help with organization. I need to flip my mind from adult learning to k-12 learning.
From the CarolinaCAP preparation I mostly need a solid foundation to start my teaching career. I am positive that I will get just that. The structure of the program is organized in a way to help new teachers be successful. The ability to take courses as well as have coaches is above and beyond and well needed for new comers!
Help with preparing lessons as related to SC standards
I need classroom management skills/best practices from my CarolinaCAP preparation.
Strong support. I need people around me to ask the questions I know I need answers to. While I have been in the classroom in other ways, this is totally new to me and I am going to have a lot to ask. I just need people to count on in times of worry and uncertainty.
Lesson plans.

Teaching styles and guidelines
What I need most from Carolina CAP is to help prepare me to be the best teacher I can be.

Table F4: "How does teaching affect equity?"

Respondents (N=28)
Teaching has the ability to improve inclusiveness therefore affecting equity in a positive manner
Teaching effects equity... if you are not invested or passionate in teaching or educating of our youth it will affect the quality of the education that you are presenting.
Making sure there are systems in place that ensures every child has an opportunity for success
Teaching needs to ensure that all students can have an equal chance to succeed and be successful.
It helps all students develop the knowledge and skills they need to be engaged and become productive members of society.
Highly, because if everyone does not have access to equal learning the gap is going to get wider.
As a teacher you must have different approaches to your lessons. It would not be fair to visual learner if a teacher only taught orally.
Teaching affects equity by building a relationship with your kids, and also helping them to feel comfortable, and safe in a classroom setting.
The teacher teaching fair
You must be fair in your approach to teaching all students
All students should be taught regardless where they are at level wise. It is important to develop strategies to teach the various levels of students, so no one is left behind.
Teaching mean to reach out to every student who want to learn.
You have to have equity because each child is different. And when working with your colleagues you have to be open to different things.
Teaching affect equity by making sure everything is inclusive in making sure students are given all of the tools to be successful within the classrooms.
All students need to be given the tools THEY need to be successful. In order to provide equitable access, students need the proper tools.
Achieving equity is closely related to personalized learning. It requires you to understand each students' individual needs.
Equity, on the other hand, provides people with resources that fit their circumstances.
It helps students get a more help with what they need to succeed individually in the classroom and life. Each student is different, and their situations must address their needs at the time.
In teaching, it is important to treat every student fairly in making sure each student receives what he/she needs to be successful.
As a teacher you need to be fair and treat all your students respectfully no matter their differences.
It challenges teachers to find common ground across all students. While it seems hard at first glance, students are all at school and all want/need an education and someone who is able to provide that. It's hard to be fair all the time, but it is a challenge worth taking on as a teacher because it is important to portray that to our students for their future endeavors and success.

Makes the student see others in the world more favorably
Education helps students develop the knowledge they need to be productive in their everyday life.

Table F5: District Demographic Data (all data are percentages)

		Bamberg School District 2	Barnwell School District 45	Colleton County School District	Fairfield County School District	Hampton County School District 2	Lee County School District	Marion County School District	Marlboro County School District	Orangeburg County School District	School District of Newberry County	Williamsburg County School District	Williston School District 29
Student data	Percentage of students in poverty	92.6	76.0	83.4	86.9	91.5	91.2	91.4	85.0	90.5	71.1	90.8	76.4
	SC Ready English Language Arts (Met or Exceeding)	24.1	35.6	24.4	31.3	24.8	20.9	17.8	23.3	27.6	38.0	25.1	30.2
	SC Ready Math (Met or Exceeding)	15.2	38.2	21.3	35.8	26.1	16.3	14.1	23.1	23.4	44.2	21.9	30.8
	On-time graduation rate	74.6	87.1	78.4	80.6	88.3	86	78.1	78.8	80.4	86.3	73.1	87.3
Satisfaction with learning environment	Teachers	83.3	94.6	80.1	90.9	65.3	79.1	77.3	76.4	82.1	92.6	79.7	81.0
	Students	70.5	77.0	72.1	77.7	74.2	68.8	70.4	76.7	70.3	81.3	72.6	67.1
	Parents	78.8	75.7	68.0	87.7	73.0	68.3	71.2	74.5	72.8	89.7	74.4	81.8
Teacher demographic data	Teachers on Continuing Contract	61.1	78.5	60.5	58.7	39.6	50.0	58.1	68.2	62.9	72.9	40.3	75.8
	Teacher vacancies for more than 9 weeks	3.7	0.0	3.4	2.0	15.1	14.6	3.3	6.1	2.0	0.2	5.2	4.8
	Out-of-field teachers teaching in core classes	3.0	0.0	0.7	1.9	3.3	2.8	0.9	12.6	8.2	1.0	3.4	7.4

Table F6: Demographics of CarolinaCAP Candidates

In what school level will you be in the fall?	School Level	Candidates (N=29)
	Elementary	17
	Middle	10
	Unknown	2
Have you been employed by a school previously?	Response	
	No	5
	Yes	22
	Unknown	2
What is your age?	Age Range	
	20-30	8
	31-40	7
	41-50	7
	51-60	2
	61+	4
	Unknown	1
What is your race/ethnicity?	Race	
	Black	19
	White	9
	Unknown	1

*Additional demographic data of candidates in Table G1

Appendix G: Recruitment Tables

Table G1: Number of Launch One Candidates and Certification Areas*

District	# of Candidates	Certification Area
Bamberg 2	1	Early Childhood
Barnwell 45	2	Elementary
Colleton County	5	Elementary
Lee County	1	Elementary
Marion County	3	Early Childhood, Elementary, Middle Level Science
Marlboro County	4	Elementary
Newberry County	1	Elementary
Orangeburg County	9	Elementary
Williamsburg County	1	Early Childhood
Williston 29	2	Elementary
TOTAL	**29**	

*Additional demographic data of candidates in Table F6

Table G2: Interest Areas of Potential Candidates for Launches Two and Three*

Certification Area	Number of Interested Applicants
Early Childhood Education	92
Elementary Education	18
Middle Level Math	14
Middle Level Science	18
Secondary Biology	1
Secondary Chemistry	1
Secondary Mathematics	1
Secondary Physics	0
Total Potential Candidates	**145**

* Complete demographic data are not yet available for candidates currently in the recruitment pipeline for launches two and three of year one.

Appendix H: CarolinaCAP Coaches' Roles, Responsibilities, and Expectations

CarolinaCAP coaches undertake the following responsibilities:

- Assist candidate(s) with the planning of physical set-up of classroom, materials, and resources.
- Assist with the establishment of a schedule and routine for coaching support, and revisit periodically to refine based on the individual needs of the candidate(s).
- Model lessons in the classroom and create opportunities for the candidate(s) to observe other classroom teachers.
- Support instructional development of candidate(s) in understanding curriculum, assessments, and data analysis.
- Support the development of effective classroom management knowledge, skills, and behaviors.
- Provide job-embedded coaching support for the candidate(s).
- Contribute to a collaborative culture of school and district by serving as an advocate for the candidate(s).
- Co-create and maintain a schedule for co-planning, co-teaching, and co-assessing with the candidate(s).
- Communicate regularly and effectively with candidates, administrative team, CCAP district liaison, and CCAP program staff by using shared tools (Zoom, Google, etc.).
- Participate in professional development offerings and trainings, including pursuing micro-credentials.
- Support the development and implementation of the candidate's individualized growth plan and work with the candidate to monitor progress.
- Submit a coaching log, data, and documentation, as requested.

Appendix I: 2020-2021 Steering Committee Members*

Name	Organization/District	Role
Conchita Bostick	Hampton County School District 2	Director of Administrative Services
Kentrina Bridges	Marlboro County School District	CCAP Coach
Chris Burkett	UofSC	Candidate Coordinator
P. Ann Byrd	CTQ	President and Partner
Renee Chase	UofSC	Program Manager
Shelly Curcio	UofSC	Clinical Assistant Professor
Jerome Davis	Orangeburg County School District	Director of HR
Paula Grant	Marion County School District	Director of HR
Tria Grant	CTQ	Program Director
Tommy Hodges	UofSC	Executive Associate Dean for Faculty & Academic Affairs
Barbara McCall	Marlboro County School District	Director of HR
Liz McClearen	Aiken County School District	Recruitment & Staffing Coordinator (Certified) *Partnering in 2020-2021
Shawnta McKenzie	Lee County School District	Director of HR
Claire Murdoch	Williamsburg County School District	Director of HR
Shamil Robinson	Fairfield County School District	Human Resources Generalist
George Roy	UofSC	Associate Professor
Denise Sowell	Fairfield County School District	Director of HR
Kathy Schwalbe	CCAP – Coach Team	CCAP Coach Development Team Lead
LaToya Thomas-Dixon	Williston School District 29	Director of HR
Cindy Van Buren	UofSC	Assistant Dean for Professional Partnerships
Rachel Wall	Barnwell School District 45	Director of HR Assistant Superintendent for Curriculum
Carson Ware	School District of Newberry County	Chief HR Officer
Cliff Warren	Colleton County School District	Assistant Superintendent of HR and Resources

*One coach and two candidates from cohort one will also serve on the steering committee in subsequent years. These individuals will be identified by September 4, 2020.

Appendix J: Press Releases

- September 4, 2019. *The August Chronicle.* D29 Partnership aims to recruit new teachers.

  https://www.augustachronicle.com/news/20190904/d29-partnership-aims-to-recruit-new-teachers

- June 23, 2020. Office of Educator Outreach Blog. Spurring innovation through collaboration in rural South Carolina.

  https://sc-outreach.org/spurring-innovation-through-collaboration-in-rural-south-carolina/?fbclid=IwAR2zsuv3rPIsstII34FEJI9e5TMTcuycfFRsnkzwFqv1icJM2Rmz9D6Ci8E

- July 8, 2020. The Augusta Chronicle. Alternative certification program helps District 29 find teachers.

  https://www.augustachronicle.com/news/20200708/alternative-certification-program-helps-district-29-find-teachers

PROVISO 1A.85

The following information was requested by the Senate Finance K-12 Education Subcommittee meeting on March 26, 2019 regarding Proviso 1A.85:

As part of planning and development, listed below are metrics we anticipate using, in part, for evaluation. We will also consult with district partners on any additional or revised metrics as work progresses.

YEAR ONE
- Diversity of candidates (demographics, including life and career experiences)
- Recruitment/preparation of mentors
- Development of curricula and delivery design
- Development of research and program evaluation design
- Placement of candidates

YEAR TWO (first year of candidate placement)
- Performance on SC Teaching Standards 4.0
- Supervisor and peer ratings
- Placement in high-need schools
- Retention in high-need schools
- High-need subject areas being taught
- Job satisfaction
- Effectiveness of mentors in supporting candidates
- Interviews and/or survey to assess program, and mentor experience
- Interviews and/or survey to assess program model via candidate experience
- Interviews and/or survey to assess program model via district's experience

YEARS THREE & FOUR
- Same as above for second-year candidates
- Year one metrics used for new cohorts (pending funding) with review and revision of curricula and delivery design, as warranted by evaluation data

YEAR FIVE
- Successful performance and retention of program completers
- Overall scaling/expansion of program, based on needs and success

We are happy to provide any additional information that may be useful to members of the subcommittee.

CarolinaCAP Budget FY21		
Line Item	Funds	Notes
Initial budget via Proviso 1A.85	$ 750,000.00	*To be spent by June 30, 2021*
District CCAP Fees, confirmed ONLY	$ 102,500.00	See E-907 sheet for details
T2T Fees, confirmed ONLY	$ 42,000.00	See E-907 sheet for details
District CCAP Fees, anticipated (candidates for Oct launch)	*$ 76,500.00*	See E-907 sheet for details
T2T Coaches Fees	$ 14,000.00	To be paid to coaches for T2T
F2F Candidate Meetings	$ 5,000.00	Location Rental, Food, Gift Cards for 50 people
Graduate Assistant	$ 30,000.00	Train to become online faciliator for classes and Zoom Delivery
Graphic Facilitation	$ 5,000.00	Sherrill Knezel
Technology/Equipment/Software	$ 7,000.00	Dedicated Zoom account, new computers
Coach/Mentor Materials	$ 1,500.00	Books, other materials
Guest Speaker Stipends	$ 4,800.00	8 courses with two guest speakers each at $300
Course Facilitation	$ 1,562.08	Frick
Application Fee Waivers	$ 3,750.00	$50 each X 75
OEO Contracts	$ 64,000.00	8 courses at $8,000 contract rate per course
Website Maintainence Agreement	$ 10,000.00	$625/month maintenance + $300/year hosting + $2,200/added hrs
Launch Experience Materials	$ 35,000.00	Doubled from Year One to achieve 250 candidates
Micro-Credential Development	$ 50,000.00	Already have 31, Need ~80 more in content areas
Tria Grant Salary and Fringe 1.0 FTE	$ 125,775.00	Pass thru to Fairfield County School District via CTQ
Budget Manager Stipend	$ 4,000.00	Gwen Lorinovich
CAP Candidate Coordinator	$ 7,805.40	Chris Burkett - Paid by UofSC
Faculty and Staff Travel	$ 1,000.00	UofSC faculty to attend candidate recruitment events
External Evaluation	$ 46,000.00	Pass thru to Baylor/JEckert via CTQ
Additional consultants (Renee Chase, Kathy Schwalbe)	$ 156,130.00	Pass thru to consultants via CTQ
Praxis Prep	$ 30,000.00	
CTQ base partnership expenses (time, travel, equipment, comms/consults)	$ 282,000.00	Includes comms/marketing expenses to D+i, printing, etc.
Total Expenses:	$ 884,322.48	
Balance, based on confirmed funds as of 8/28:	$ 10,177.52	
Balance, assuming receipt of confirmed + anticipated funds:	$ 86,677.52	

CarolinaCAP E-907 Revenue FY21	Updated: 7/30/2020	By: HLB, using T. Grant's DistrictInvoiceList					

Confirmed Hired and SCDE Cleared CCAP Candidates, by District:

CCAP or T2T (select from dropdown list)	District (enter district name)	Number of Candidates (enter number)	CCAP Candidate Fee - per candidate (will automatically populate)	Total CCAP Candidate Fees (will automatically calculate)	T2T Fee - per candidate (will automatically populate)	Total T2T Fees (will automatically calculate)	TOTAL PROGRAM FEE REVENUE (will automatically calculate)
CCAP	Bamberg 2	1	4,500.00	4,500.00	-	-	4,500.00
CCAP	Barnwell 45	2	4,500.00	9,000.00	-	-	9,000.00
CCAP	Lee County	1	4,500.00	4,500.00	-	-	4,500.00
CCAP	Marion County	3	4,500.00	13,500.00	-	-	13,500.00
CCAP	Marlboro County	4	4,500.00	18,000.00	-	-	18,000.00
CCAP	Newberry County	1	4,500.00	4,500.00	-	-	4,500.00
CCAP	Williamsburg County	1	4,500.00	4,500.00	-	-	4,500.00
CCAP	Williston 29	2	4,500.00	9,000.00	-	-	9,000.00
T2T	Colleton County	5	2,500.00	12,500.00	3,000.00	15,000.00	27,500.00
T2T	Orangeburg County	9	2,500.00	22,500.00	3,000.00	27,000.00	49,500.00
TOTAL CONFIRMED, to CCAP Main		29	-	$ 102,500.00	-	$ 42,000.00	$ 144,500.00

CCAP or T2T (select from dropdown list)	District (enter district name)	Number of Candidates (enter number)	CCAP Candidate Fee - per candidate (will automatically populate)	Total CCAP Candidate Fees (will automatically calculate)	T2T Fee - per candidate (will automatically populate)	Total T2T Fees (will automatically calculate)	TOTAL PROGRAM FEE REVENUE (will automatically calculate)
Anticipated CCAP Candidates, by District:							
CCAP	Bamberg 2	2	4,500.00	9,000.00	-	-	9,000.00
CCAP	Barnwell 45	1	4,500.00	4,500.00	-	-	4,500.00
CCAP	Hampton 2	3	4,500.00	13,500.00	-	-	13,500.00
CCAP	Lee County	5	4,500.00	22,500.00	-	-	22,500.00
CCAP	Marion County	1	4,500.00	4,500.00	-	-	4,500.00
CCAP	Marlboro County	4	4,500.00	18,000.00	-	-	18,000.00
T2T	Orangeburg County	0	2,500.00	-	3,000.00	-	-
CCAP	Williamsburg County	1	4,500.00	4,500.00	-	-	4,500.00
TOTAL ANTICIPATED, to CCAP Main		17		$ 76,500.00		$ -	$ 76,500.00
TOTAL DISTRICT REVENUE Main		46		$ 179,000.00		$ 42,000.00	$ 221,000.00

CTQ's internal budget:			
Initial budgeted amount, based on proposed SOW:			
Tria's Grant/FCSD contract (1.0 FTE + 15% admin fee)	125,775.00		100% of Tria's salary/ben + $2,456.96 overage (FY20) +15%
Renee C + 15% admin fee	73,330.00		35 hours per week @ FY20 rate + $2,515 overage (FY20) +15%
Kathy S contract + 15% admin fee	82,800.00		72 days @ FY20 rate+15%
Jon E + 15% admin fee (evaluation)	46,000.00		Year 2 Evaluation ($40K + 15%)
Communications (CTQ staff + consultants)	30,000.00		Includes: comms strategy, branding, recruitment, etc.
Staff time	234,000.00		(156 days @$1,500/day)
Travel/convenings	11,000.00		Calculated at 3% of staff + Tria's time (reduced from 5% in FY20)
Equipment	7,000.00		Technology equipment, additional tech tools, etc.
Total budget	$ 609,905.00		

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