	EIA Program Line Item(s) *	2019-20 EIA Appropriation
	Partnerships/Programs/Agencies:	
31	SC ETV	$5,726,409
32	Literacy & Distance Learning	$415,000
33	Reach Out & Read	$1,000,000
34	SC Youth Challenge Academy	$1,000,000
35	Arts Education	$1,170,000
36	EOC	$1,793,242
37	Science P.L.U.S.	$563,406
38	S2TEM 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	$715,933
42	Centers of Excellence - CHE	$787,526
43	Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion (Proviso 1A.31.)	$350,000
44	CERRA	$12,034,117
45	SC Program for Recruitment of Minority Teachers (Proviso 1A.6.)	$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	$1,952,000
50	TransformSC	$400,000
51	SC Public Charter Schools	$126,461,481
52	First Steps to School Readiness	$29,336,227
	Other:	
	SCDE Personnel & Operations	$9,162,318
	EOC - Partnerships for Innovation (Non-Recurring)	$500,000
	New:	
	USC - Pilot Teacher Recruitment Program (Proviso 1A.85)	$750,000
	SC State University BRIDGE Program (Proviso 1A.86)	$1,400,000
	TOTAL EIA:	
		$861,235,000

September 27, 2019

Dr. Rainey Knight, Interim Executive Director
SC Education Oversight Committee (EOC)
1205 Pendleton Street
Brown Building, Suite 502
Columbia, South Carolina 29201

Dear Dr. Knight:

Thank you for the opportunity to submit South Carolina ETV's (SCETV) program and budget information for the EIA funds that were appropriated to SCETV for public education. Enclosed is our 2018-19 EIA Program report, which also includes the 2020-21 funding request. Our agency's objectives specific to public education support the delivery of programs and services through ETV's infrastructure, professional development, and customer service. Further, our goals support the creation and curation of educational content for use by PreK-12 schools throughout the state.

This month, SCETV celebrates 61 years of service to South Carolina. Our stateside television and radio network provides easy access to South Carolina-specific content that fosters economic development and that celebrates the rich diversity of our state. Additionally, our affiliation with PBS and other national producers enables us to bring the nation's most highly regarded educational content to South Carolina schools and communities.

For FY2020-21, SCETV is requesting $5,726,409 in recurring funds to support the agency's engagement with PreK-12 students and teachers in districts throughout the state. The funding supports quality, cutting-edge professional development for educators in face-to-face, blended, and online formats, in addition to technical assistance with media assets. SCETV also provides radio and television features about education including *Carolina Classrooms*, as well as statewide broadcasts and streaming programs on topics and issues of importance to PreK-12 stakeholders. Assessment and evaluation of SCETV resources and services is also facilitated with EIA funding.

SCETV's years of experience in working with districts and educational organizations throughout the state provide effective models to support the EOC's goals. We look forward to the continued partnership to serve the students and teachers in our state.

Sincerely,

Anthony Padgett,
President

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

Program Summary			
EIA-Funded Program Name	ETV-12 Public Education and ETV	**Address**	1041 George Rogers Blvd. Columbia, SC 29201

FY 2019-20 EIA Appropriation	$5,726,409	**FY 2020-21 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 a number of 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 2018-19, 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):

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.

- 1-A.83 (Digital Learning Plan)
…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.

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 2018-19				
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 3 full-time and one part-time professional training staff to create and execute customized face-to-face training. SCETV continued to offer online recertification courses through *PBS TeacherLine's,* the ETV Endowment's *TeacherStep,* and ETV Learn. ETV provides a searchable *Teacher*	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 18-19, 5,100 teachers participated in trainings; and 3,000 teachers participated in PreK-12 educator online recertification courses.	ETV plans to provide face-to-face 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	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

Partnerships/Programs/Agencies

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.		recertification renewal credits completed.	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 2,167 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.*	SCETV's *Knowitall.org, LearningWhy, South Carolina PBS LearningMedia, and PBS KIDS* used 2,500,000 on-demand PreK-12 resources in 2018-2019. There were approximately 600,000 sessions, an increase of 33% in users, and nearly 2 million individual page views.	For the next two years, the target for *Knowitall.org* is 10,000 multimedia resources. *LearningWhy* completed its second year with nearly 500 ETV lesson plans and over 7,000 partner lesson plans. Next year, goals are a total of 400 SCETV lesson plans and 10,000 partner lessons. For the next two years, ETV's *Knowitall.org, SC PBS LearningMedia, FastForward, and PBS KIDS* target will be 9,944,150 on-demand PreK-12 resources used.	*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, 2,167 persons responded. Full survey results are posted online.

Partnerships/Programs/Agencies

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 2018-19, ETV aired and streamed approximately 17,520 program hours of *SCETV PBS Kids*. SCETV.org had approximately 800,000 online sessions; ETV Education newsletter's monthly average continued distribution to 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 2018-2019 and FY 2019-20, 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 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 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; ; place specific emphasis on workforce development, early learning, and the revised SC Social Studies K12 standards. - 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 provides 3 full-time and one part-time professional training staff to create and execute customized face-to-face training. SCETV will continue to offer online recertification courses through *PBS*	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	ETV plans to provide face-to-face teacher training to 5,000 teachers, administrators, and staff every year;	An online database details face-to-face trainings, workshops sessions, topics, locations, and

Partnerships/Programs/Agencies

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	schools and ETV events; design and create new courses for recertification 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 is piloting a digital badging initiative to award to participants that complete online and/or face-to-face workshops.	and set a target of 2,750 teachers enrolled per year for PreK-12 educator online recertification renewal credits completed.	number of 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. 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 collaborates 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	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 is creating and disseminating web-based	SCETV's *Knowitall.org, LearningWhy, South Carolina PBS LearningMedia, and PBS KIDS* will use 2,500,000 on-demand	For the next two years, the target for *Knowitall.org* is 10,000 multimedia resources. *LearningWhy* will complete its third	*Knowitall.org* and *LearningWhy,* sessions uses are provided by Google Analytics; *South Carolina*

Partnerships/Programs/Agencies

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	PreK-12 educational content for SCETV's educational delivery services through *LearningWhy, South Carolina PBS LearningMedia, and Knowitall.org.* SCETV is also completing a number of educator focus groups. Based on feedback received, efforts will focus on educational resources to support workforce development, early learning, literacy, and the revised SC K12 Social Studies standards.	PreK-12 resources in 2018-2019. There should be an increase in users, sessions, and page views. The number of subscribers to the agency's new early childhood subscription resource will demonstrate commitment to early learning and child development.	year with 500 ETV lesson plans and 7,500 partner lesson plans. For the next two years, ETV's *Knowitall.org, SC PBS LearningMedia, FastForward, and PBS KIDS* target will consistently increase.	*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 target South Carolina students, teachers, staff, administrators,	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	FY 2018-19, 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	For FY 2018-2019 and FY 2019-20, 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;	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

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.	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.	two years, and 38,400 clicks to article blogs 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.	use.

Table C: 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; ; place specific emphasis on workforce development, early learning, and the revised SC Social Studies K12 standards. - 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 3 full professional training staff to create and execute customized face-to-face training. We are planning for the addition of one new FTE to focus specifically on early learning and literacy.	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 will continue training educators in	ETV plans to provide face-to-face teacher training to 5,000 teachers, administrators, and staff every year; and set a target of	An online database details face-to-face trainings, workshops sessions, topics, locations, and

Partnerships/Programs/Agencies

SCETV will continue to offer online recertification courses through *PBS TeacherLine's,* the ETV Endowment's *TeacherStep,* and ETV Learn. ETV will continue to provide a searchable *Teacher Courses* site for administrators, teachers and staff to find the courses they need: https://www.scetv.org/teachercourses	schools and ETV events; design and create new courses for recertification credit. Continue to increase the number of online courses and initiatives focused on early learning and literacy.	person and online for recertification credit. SCETV will expand the digital badging initiative to award to participants that complete online and/or face-to-face workshops.	2,750 teachers enrolled per year for PreK-12 educator online recertification renewal credits completed.	number of 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 each year. Educator listening sessions will continue.
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.	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*	SCETV's *Knowitall.org, LearningWhy, South Carolina PBS LearningMedia, and PBS KIDS* will increase usage among users, sessions, and page views.	For the next two years, the target for *Knowitall.org* is 10,000 multimedia resources. *LearningWhy* will complete its fourth year with 700 ETV lesson plans and	*Knowitall.org* and *LearningWhy,* sessions uses are provided by Google Analytics; *South Carolina PBS LearningMedia* and *PBS Kids* uses

Partnerships/Programs/Agencies

All ETV's education PreK-12 services are posted on our Education web site: https://scetv.org/education	*LearningMedia, and 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.	The number of subscribers to the agency's new early childhood subscription resource will demonstrate commitment to early learning and child development.	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.	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 target South Carolina students, teachers, staff, administrators, parents, and local communities. In addition to EIA funding, K-12	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.	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 webpage sessions use.

Partnerships/Programs/Agencies

Initiative, CPB, grants, and EBS contract funds provide support. Funds are used to maintain and manage facilities, including equipment, supplies, and personnel.	SCETV creates local education productions that are timely and address the needs, but not exclusive of SDE, EOC, TransformSC, SCASA, and the SC Legislature.			

Partnerships/Programs/Agencies

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**.

- Research funded by the American Graduate shows that students who engage with PBS content out performed state assessment norms by 11 percentage points and showed a 56% gain in critical thinking skills.

- PBS KIDS: Ready to Learn provides reading improvement of 29% for children K-2 and math knowledge improvement especially among children from low-income families.

- Content transition from Flash to HTML 5 is necessary for content resources to remain relevant instructional tools for SC educators

- Virtual reality and 360 content offers easily accessible immersive experiences to students, parents, and teachers at no cost.

- PBS Kids educational content provides an effective model for learning experiences that incorporate the child's entire learning community. ETV uses this model as a framework for the development of educational content that is South Carolina specific and aligned to standards.

- PBS digital resources add significant value to student knowledge, engagement, and higher order thinking skills and help teachers work smarter and more effectively. A summary of the resources available for early childhood education, in-school learning, STEM Learning, professional development, and out of school learning is featured in the 2016 report PBS: LEARN MORE The impact of American's Largest Classroom on Learning at http://bento.cdn.pbs.org/hostedbento-prod/filer_public/PBSLM-EDU/docs/PBS-Learn-More-Report.pdf

- In addition to listening sessions, individual evaluations, SCETV conducts an annual educator survey to identify needs and gauge the use of education services and technology in schools. This year, 2,167 respondents serving public schools, private schools, charter schools, home schools, higher education institutions, childcare, and afterschool centers participated in the survey. Complete results are located online at http://bit.ly/etvsurvey2018-19.

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**.

- 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.

- 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.

- Broadband access continues to remain in the forefront of conversations about equity and access to streaming educational content/services.

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: http://bit.ly/etvsurvey2018-19.

- 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.

- Newsletter analytics are provided through our subscription bulk email service.

- Nielsen (http://www.nielsen.com/us/en.html) is a national radio and TV subscription service used to determine the estimated households and use of our state broadcast services.

- Outcomes for the EBS WiFi project are currently assessed by the number of early learning partners that utilize a WiFi device. The station is currently developing an EBS Impact Report.

- The SCETV Education team is piloting a number of new initiatives to support educators including a series of listening sessions and 21st Century Learners Week (a week-long PD session teaching skills that are aligned with the Profile of the SC High School Graduate). The toolkit from the 21st Century Learners Week pilot is available at http://bit.ly/etv21stclwpilot.

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?

In the past year, SCETV has undergone significant changes in leadership, to include a new Vice President of Education, and the creation of a new position – Director of Training and Research. As a result of these leadership changes, the Education team is conducting an extensive review of services and content to ensure they are best aligned with the needs of our state's educational communities.

Nevertheless, services across the state continue and are moving forward as planned.

- 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.
- For a short period of three months, the team halted scheduling any new face-to-face professional development in order to conduct an assessment of existing offerings. As a result, new, streamlined portal with revised workshop descriptions is now available at https://www.scetv.org/edtrainingrequest.
- 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 83% 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

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?

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

If "Yes," please describe recommendations below:

Not applicable

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	5,576,409	7,459,917
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	0	1,733,508

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	2,312,998	3,215,000
Contractual Services	277,094	645,000
Supplies & Materials	217,896	725,000
Fixed Charges	74,577	295,000
Travel	82,706	125,000
Equipment	8,872	180,000
Employer Contributions	911,061	1,550,000
Allocations to Districts/Schools/Agencies/Entities	0	3,215,000
Other: Utilities	107,696	645,000
Balance Remaining	1,733,508*	0
TOTAL:	**5,726,409**	**7,459,917**
# 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 2018-19 Fiscal Year. The problem has been corrected and figures are being adjusted through journal entries for the 2019-20 fiscal year. There will not be a carry-forward balance for the current year.

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):

_____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 2019-20	**$5,726,409**
Amount of increase requested in EIA funding for FY 2020-21	**$0**
Amount of decrease requested in EIA funding for FY 2020-21	**$0**
Total amount of EIA funding requested for FY 2020-21	**$5,726,409**

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?

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.

Program Summary			
EIA-Funded Program Name	Literacy & Distance Learning Program	**Address**	40 Patriots Point Blvd Mount Pleasant, SC

FY 2019-20 EIA Appropriation	**$415,000**	**FY 2020-21 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 literacy-based program that engages South Carolina's students with key concepts within the 5th grade standards. It also focuses on developing the soft skills of Honor, Patriotism and Valor. The foundation of the program is built upon a two book History / Science reading series and supporting multimedia components. The reading series uses South Carolina's 5th grade History & Science State standards to create stories and real-life experiences that engage and help students develop problem solving skills. The program uses the latest problem-based technology to supports each of its educational components. These components include the literacy reading series, structured programs at Patriots Point and in classroom and teacher professional development programs. The technology provides students with tools to work with targeted concepts, while developing soft skills such as collaboration, teamwork, communication, and critical thinking. The reading series and program curriculum is edited and updated annually as part of the program's Professional Teachers Development Recertification Conference. The program's educational laboratory and flight academy are use technology to develop evidenced based assessments that are meaningful and can assist teachers in assessing a student's progress. Since the 2017-18 school year, 100% of South Carolina's fifth grade students have been provided access to the program's assets. The program's reading series has been provided to every South Carolina Elementary school for distribution to their 5th grade students. Interactive downloadable versions of the reading series are available on the

Program's website. The new companion 8th grade curriculum, based on the aviation industry, has completed its beta test. It is now being offered to limited South Carolina middle schools during the 2019 – 20 school year. All programs focus on key math, literacy and soft skills students need to be members of the 21st century workforce.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

1.   **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$	%
Retained by this partnership/program/agency	$135,481	32%
Allocated to Other Entities (Please Explain) Printing & Shipment of the 2 book reading series	$158,790	38%
Other (Please Explain) 1099 Instructors used for Distance Learning and Structured Programs.	$120,729	30%
Other (Please Explain)	$	%
TOTAL:	$415,000	%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 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.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 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.

_____   Yes   _____   No

If yes, please describe:

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.

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.

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 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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 2018-19	
Problem/Issue	5th grade students struggle in reading comprehension, math components and the development of 21st Century skills. The deficiencies of 5th grade students with these three educational keystones is well documented in testing conducted by various agencies
Goal	Using literacy as a tool, while reinforcing math, history, science and 21st Century skills, assist 5th grade students to be able to read at grade level and be proficient in skills they will need to succeed with their secondary education. In addition, we provide professional development throughout the year to teachers to assist them in implementing our 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?)
We continue to develop primary documents and problem based simulated problems, aligned to the appropriate grade	The program's literacy program and problem-based activities are based on real life historical and current experiences. The open-ended problems are	Each year, teacher's request for the program's various elements has grown beyond the programs funded resources.	The program was initially funded to provide program access to 30% of South Carolina's 5th grade students. During the 2017-18 school year, 98% of the	The program uses teacher surveys conducted on site, during classroom visits and teacher professional development programs. On site numbers are

standards. Students have access to the educational material, in their classroom, at Patriots Point's educational laboratories or at home.	created using Patriots Point Naval & Maritime Museum's unique assets and taking advantage of its location within Charleston harbor's estuarine environment		5th grade students participated in elements offered by the program. This includes reading series provided to each South Carolina 5th grade elementary school. Various middle schools have agreed to participate in the development of an 8th grade program	collected using the museum's Galaxy system. The data collected from these methods allow the program developers, to update yearly, the content in the reading series. Further, to develop new programs that fit needs as identified by the teacher and student use.
The literacy challenge is addressed in providing students with an interactive two book reading series.   To get the material in their hands, every South Carolina public school 5th grader is provided with his/her own hard copy of the reading series.

Access to interactive digital versions of the book are provided for download from the program's website.

Each chapter within the books contains scannable augmented reality codes which provide a direct link | A hard copy reader does not require internet service to engage student and therefore be effective.

When available, using Internets resources to scan the augmented reality codes in the reading series, or clicking on interactive links in the downloadable digital version of the books, students are engaged.

This is done by presenting the targeted subject matter in stories based on historical, current day events or situations. | Data collected from teachers participating in the 2017-18 program, showed that the 5th grade literacy resources were used by not only 5th grade teachers, but also by 6th, 7th and 8th grade teachers. | The reading series is now being distributed to every 5th grade elementary school.

8th Grade teachers are asking that the model be expanded to cover 5th-8th grade standards, as well as to include a career awareness component. | Through surveys, teachers provide data as to how they are incorporating the reading series in their curriculums.

The program has implemented a beta comprehension question testing component within the augmented reality reading section.

There is also a strong request to develop books for the middle school that will provide "career awareness" elements that follow South Carolina's profile of a South Carolina Graduate. |

to supporting digital material.	The augmented reality technology, provided using the programs free app, is scannable with multiple devises. When used, students have access to a wide variety of digital content which is updated and expanded throughout the school year. Today's students are exposed daily, outside of the classroom, to the technical experiences. The familiarity of programs offered using technical sparks students' interest through inquiry in each chapter's subject matter within the reading series, or simulated problem on the program's web or laboratory components. The program is working with the augmented reality technology to develop tools, which should help teachers and students assess a student's proficiency of the targeted material.			

Partnerships/Programs/Agencies

The book series is supported by multiple Distance Learning components. These include an interactive website, live streaming classes, in classroom programs and multi station real-life career focused problems at the Institute's educational lab. Professional Development programs regarding the program's subject matter content and technology are provided to teachers in their classrooms or as part of a two-day professional development program conducted at the end of the school year. The yearend overnight professional development program gives the teachers the experience of what it was like to live and work on board a ship.	The distance learning component allows students access to the program's unique educational assets that are not available to them in the classroom. The components will also allow the program's developers to connect with students and teachers to help identify current educational challenges and solutions in a timely manner. The programs foundation was built by South Carolina's teachers. They are the program's stakeholders. The professional development component allows year round evaluations	Demand for the onsite program exceeded the allocated resources. A cap as to participation was set. Prior to the start of the 2018-19 school year, 50% of the 12,000 allocated educational lab spots were reserved. Reservations for the spots were not accepted until the last week of July. As teachers use the various program elements, they provide feedback as to what is or is not working. The teachers also identify new areas within the curriculum that need to be addressed. This year, teachers asked for more open-ended problems using components of the math standards. We have also been asked to schedule more individual classroom streaming sessions. Title I middle schools from Charleston and Allendale County have agreed to work with the program during the 2018-19 school year to develop an 8th grade program that would be	Since its inception request for the programs resources exceeds the program's capabilities.	The program monitors the unique number of visitors to its website, the number of live stream requests, requests for in classroom and on-site programs.

		incorporated into the math and ELA targeted curriculum goals.		

Fiscal Year 2019-20	
Problem/Issue	**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. These educational challenges are well documented in testing conducted by various agencies and a review of South Carolina's graduation rate.**
Goal	**Building on the program's 5th grade model, our goal is to use literacy as a vehicle, focused on math and 21st Century skills, to help 8th grade students succeed in secondary education. 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 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?)
All students need to be engaged in educational activities that interest them. By the 8th grade, students need to learn about potential 21st Century careers and the educational skills the careers require. To be a member of this workforce or to continue onto secondary education, students must understand and appreciated the importance of graduating	The 8th grade program uses the Patriots Point Naval & Maritimes unique assets and affiliations with 21 Century employers. Together, the collaboration creates real life stories and experiences to solve open-ended problems. The problems use grade appropriate curriculum standards. The result, Students are provided hands-on learning that lets them	**Military Magnet (Charleston County)** agreed to assist in the development of the new 8th grade model. Program instructors were given the opportunity to work with students, in the classroom and at the education site, on multiple occasions through-out the 2018-19 school year.	As the program develops teacher feedback and student simulator performance data will be reviewed as new program content is introduced each year	New technology is being incorporated into the problem-based scenarios that will allow student performance data to be collected. The program will also continue to rely on data collected from teacher and student surveys conducted at various stages of the program

from High School. They must be motivated. Through primary documents aligned to the 5-8th grade standards, following the successful 5th grade model, we believe these goals can be addressed. As with the 5th grade model, the 8th grade program will be augmented with supporting material, accessible to all students in the classroom, on site or at home. The new 8th program will follow the 5th grade model and will include a "21 Century" skills and career awareness components.	apply academics to real world problems. American Airlines is assisting the program in developing a "Career Awareness" component. The component is based on career options in the aviation industry. These options include pathways to post-secondary training.			
The literacy challenge is addressed in providing students with an interactive reading book. The goal is to engage and immerse students in real world experiences to enforce a student's understanding as to the	Following the 5th grade model, an 8th grade program book is being developed with the help of affiliated middle school teachers and American Airlines. The book will have an aviation theme. The storyline contains	American Airlines and various middle schools requested and assisted in developing the 8th grade book.	Once the book is completed, other middle schools will be given the opportunity to participate in the structured program. Following enough data, the internet-based program will be offered to all students statewide.	Objective data will be obtained through performance testing components being developed. The program will continue to use teacher subject surveys conducted on site,

importance of graduating from high school, ready to contribute to society.	trigger material for the solving of open-ended problems. If Internet access is available, the book will be supported with interactive augmented reality features. An interactive downloadable digital edition will be available for all students. The technology is suitable for use on various platforms. Some of the 8th grade students participating in the 2018-19 program received the programs 5th grade reading series when they were in 5th grade. The 8th grade book will be an additional book to the student's home library. As with the 5th grade reading series, the content will engage a student. Once engaged, a student will be more likely to want to clarify or spark further interest in a covered subject matter. If internet access is available, each chapter of the book will			in classroom visits and during teacher professional development programs. Augmented reality technology is being developed to allow the production of real time data for teachers and students the opportunity to assess the achievement of educational goals regarding targeted material

Partnerships/Programs/Agencies

	have augmented reality tools that will use the best in virtual reality technology to expand the available digital resources.			
The book is supported by multiple Distance Learning components. They include an interactive website, live streaming classes, in classroom programs and multi station real-life career focused problems at the Institute's educational lab.	The distance learning component allows students access to unique educational assets that are not available to them in their classroom. Through the partnership with 21 Century Industries, students will be provided with current information as to available careers. They will also receive supplemental support in obtaining the educational skills to assist and motivate them to graduate from high school.	Title I middle schools from Charleston and, and American Airlines have agreed to work with the program during the 2018-19 school year to develop the 8th grade program	Once the program is completed following the 2018-19 school year, other middle schools will be given the opportunity to participate in the structured program. Following enough data, the internet-based program's components will be offered to all students.	Objective data will be obtained through performance testing components being developed. The program will continue to use teacher subject surveys conducted on site, in classroom visits and during teacher professional development programs. Augmented reality technology is being developed to allow the production of real time data to provide teachers and students the opportunity to assess the achievement of educational goals regarding targeted material.
Professional Development programs regarding the content and technology used in the program are provided to teachers in	The program's foundation is built by South Carolina's teachers. Teachers are the program's stakeholders. The professional	Teachers from all grade levels have requested the opportunity to assist in the development of the new program.	Following the completion of the 2018-19 school year, the program will access the need as to whether the 8th grade professional	Survey data obtained from teachers participating in the development of the new program.

Partnerships/Programs/Agencies

their classrooms or as part of a two-day professional development program conducted at the end of the school year on board the USS. Yorktown.	development component allows year-round evaluations as to what and what is not working as to our programs and education in general		development program can be incorporated in the 5th grade model.	
Fiscal Year 2020-21				
Problem/Issue	Over 50% of South Carolina's 8th grade students continue to be identified as "not proficient" in reading and math. These educational deficiencies must be addressed at the 5th grade level, to give students a strong foundation as they advance to becoming successful members of our 21st century workforce.			
Goal	To provide 5th grade students with literacy and problem-solving educational support components that engage a student in focusing on the literacy, math and soft skills of patriotism, honor, value and teamwork.			
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 program's curriculum, educational materials, supporting technology and delivery procedures must create a degree of curiosity, interest, passion and motivation within the student to want to learn. The resources providing this motivation include programs conducted by our instructors and the content within the reading series. The resources are supported by interactive	To obtain relevant engagement, the program attempts to have at least 3 separate experiences with the student during the school year. Through each experience, the focus is to understand what curriculum areas the students are struggling with. Once identified, the assets assist in providing teachers with relevant information as to where their students are, and	The indicator of progress is measured by the amount of teacher interest in using the programs assets or wanting to help with the program's continued content development. This includes impact studies of the program's content conducted by staff and teachers during structured programs at the learning center and in the classroom as part of the distance learning component. This data is reviewed by staff during the year and with teachers during	The program is obtaining data using formative and summative assessment methods conducted by teachers and staff during programs offered onsite and in classroom. Program content surveys are conducted during professional development programs offered during and at the end of the school year.

The assessments have | The Institute continues to develop new informal and formal assessment tools incorporated throughout the program's curriculum.

Teachers are provided summative assessment writing tools through the augmented reality components within the reading series. This allows the teachers the ability to measure student attainment of targeted |

Partnerships/Programs/Agencies

technology using the augmented reality app software in the reading series and the real-world interactive problem simulators on board the USS Yorktown or through our web-based support systems.	how to help the students move forward. The first experience are the books that make up the reading series. The goal of this component is to provide curriculum support through stories and word problems. Further, to set the groundwork for problem-based scenarios presented to the students in the second phase of the program.	professional development programs conducted throughout the year. Based upon the teacher's recommendations and staff observations, the reading series and program curriculum is edited to meet identified student weaknesses in the current or amended State standards. Progress within the 5th grade program is represented in the number of teachers that are using the programs assets. 88% of the responding teachers are using the reading series History book in line with the State's recommended pacing guidelines for the 5th grade Social Studies standard. Most of the responding Science teachers requested the program strengthen the flexibility of the science book for the 1019-2020 school year. In response, the science reader was reformatted to appeal to widen audiences with increased varying reading levels and to highlight AR supplemented options. The reformatted reader will allow for the creation of new and updated supplemental digital materials.	provided valuable information on the growth and relevance of the program's curriculum. The relevance of the curriculum and methods delivered is supported in the increase of demand on program assets. For the 2019-20 program, 80% of the 12,000 available available structured programs were reserved prior to the end of the second week of school. It is anticipated the demand will exceed funding capabilities. The demand for in class-room programs is increasing. It is anticipated that the demand will exceed the amount of resources available. The Institute continues to monitor web-site visits and the use of the Augmented reality app contents. Industry partners, such as the Medal of Honor	content following reading assignments. Formative assessment methods have been offered to teachers, through surveys and program evaluation sheets, participating in on site structured programs and classroom presentations by the programs staff. A new program instructor impact study is being conducted on all 2019-20 programs. The Institute continues to work with educating teachers on the use and development of formative and summative assessment tools to be offered in the form of quizzes delivered on a digital platform. Teachers can use this data in assessing student's program progress.

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		Use of the Augmented Reality Component has grown substantially, from when first offered. Use of the Zapper App is measured by the number of downloads from the Zapper platform. After reviewing the revised Social Studies Standards, 4th grade teachers suggested that the History reader could be used in the 4th grade as a literacy tool. Various middle schools have agreed to participate in the 2019-2020 multi engagement program. Now that a formal curriculum has been created, the program is working on developing formal and informal assessment methods, like those used in the 5th grade model.	Museum and American Airlines, will be collaborating partners as the curriculum expands. These industry partners will provide support for soft skill and career awareness components.	
	The second phase includes several components. The components include on site visit to the multi-station real life problem-based simulators at the program's learning center, interaction with the problem-based simulations			

within the augmented reality or web-based platforms, or from in classroom programs taught by staff instructors.			
The third phase is conducted with the assistance of teachers, staff or in assessment technology being developed. The goal of this phase is to assess the student's mastery of the targeted curriculum content.			

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**.

Twenge, J. M., Martin, G. N., & Spitzberg, B. H. (2018, August 16). Trends in U.S. Adolescents' Media Use, 1976–2016: The Rise of Digital Media, the Decline of TV, and the (Near) Demise of Print. Psychology of Popular Media Culture. Advance online publication. http://dx.doi.org/10.1037/ppm0000203

Increasing student access to career-based experiential learning and improving teaching and learning, including active learning methods through teacher professional development is the heart of the United States Department's April 17, 2017 report on goals of providing equitable educational opportunities so that all students are prepared to succeed in college, careers and life. static.nsta.org/pdfs/ED-ResourcesForSTEMEducation.pd

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**.

- The demand for the 5th grade program's literacy supporting resources will exceed Patriots Point's capabilities of providing the requested services. As with last year, 60% of the program's scheduled programs were reserved by teachers prior to the start of the 2019-20 school year, with an additional 20% scheduling during the first two weeks of school. As with last year, we anticipate all the program's resources will be distributed or reserved by mid-October 2019.
- 60% of the program's funding is obtained as part of the Institutes budget with Patriots Point Naval & Maritime Museum. PPMM is a State Enterprise Agency. Except for the funds provided by the EIA, the program does not receive any State funding. As such, must rely on Museum generated proceeds and grant funding.
- The 5th grade model continues to grow. The program now has 6 middle and high schools participating in the cross-curriculum aviation and career awareness program. A new leader development component will be incorporated into the program in partnership with the Medal of Honor Society.

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's goal for the 2019-2020 school year is to implement the "3 relevant engagement rule" for each participating student. This will give the program a baseline to measure program content with different tools being beta tested during the school year.

In having targeted students use program tools on multiple occasions throughout the school year, objective performance indicators will be programed into to simulators and other interactive tools used by the students.

The program will also continue to use teacher subject surveys conducted on site, in classroom visits and during teacher professional development programs. The data collected from this method allows the program developers, each year, to update the content in the reading series and develop new programs that fit needs as identified by the teachers.

Objective data will be obtained through question testing performance components being tested.

The program uses teacher subject surveys conducted on site, in classroom visits and during teacher professional development programs. The data collected from this method allows the program developers, each year, to update the content in the reading series and develop new programs that fit needs as identified by the teachers.

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?

1. Following the completion of the Teacher Professional Development Recertification program in June of 2019, the program was revaluated from survey data collected during on site, in classroom and professional development programs. The reading series was edited with the inclusion of a new science chapter. The new science chapter will focus on a multi station simulated problem-based program being offered to the students at the educational lab during the 2019-20 school year.
2. New objective performance-based tools are being tested and implemented in Internet accessible problem-based programs offered during the 2019-20 school year.
3. New subjective program resource will use surveys that are being developed for teacher driven data collection from online and in person program evaluation.

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.

Last evaluation was performed in June 2018. Follow up evaluation will be conducted in October following the implementation of the following recommendations.

1. The reading series was distributed to every 5th grade class in the state. As in past years, teachers participating in the onsite and professional development programs have been provided surveys on how the books were used as a curriculum supplement. The current pool of respondents established that 80% of this respondent pool are using the history reader in line with the pacing guidelines. This is a 5% increase as compared to 2017-18 school year. All teachers that responded use some or all the components offered.
2. The use of the on-line supplement materials increased by 5% over the last year. The program continues to work on new data collection tools built within the Augmented Reality assets within the literacy component.
3. Full report of the Data findings collected from teacher surveys conducted during the 2017 -18 school year on-site, in classroom and teacher recertification program are available upon request. A new 3 engagement format is being tested in the 2019-2020 school year to test program content mastery.

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?

_____x_____ Yes   _____ No

If "Yes," please describe recommendations below:

The inclusion of a line item appropriation of $750,000 in the South Carolina's Annual Budget, would allow all of South Carolina's students access to Patriots Point Naval and Maritime Museum's programs at no cost to the students. (This would not include the overnight camping program or the cost of transportation.)

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	415,000	415,00
General Fund		
Lottery		
Fees		471,317
Federal Funds (specify):		
Other Sources:	389,528	471,317
Grant	130,000	20,000
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**0**	

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	303,664	376,749
Contractual Services	325,810	353,777
Supplies & Materials	57,985	14,293
Fixed Charges	2,389	2,000
Travel	5,536	19,000
Equipment	127,244	7,735
Employer Contributions	111,874	123,764
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Transfers	0	0
Balance Remaining	6,602	0
TOTAL:	**934,528**	**955,918**
# FTES:	**5**	**5**

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):

_____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 2019-20	**$415,000**
Amount of increase requested in EIA funding for FY 2020-21	
Amount of decrease requested in EIA funding for FY 2020-21	
Total amount of EIA funding requested for FY 2020-21	**$415,000**

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 2020-21?

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	

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	

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	

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	

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**	

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Program Summary			
EIA-Funded Program Name	**Reach Out and Read Carolinas**	**Address**	18 Plott Drive, Sylva, NC 28779

FY 2019-20 EIA Appropriation	**$1,000,000**	**FY 2020-21 EIA Funding Request**	$1,000,000

Program Contact	**Callee Boulware**	**Division/Office**	ROR Carolinas
Contact Title	**Executive Director**	**Address**	18 Plott Drive, Sylva, NC 28779
Contact Phone	**828-960-7455**	**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 **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**

- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov.

1. **Allocation of Funds**

    Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are 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 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.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

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:

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.

Partnerships/Programs/Agencies

July 2018-June 2019 (FY2018-2019)

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	Evaluate program numbers in clinic progress reports. In this current year, ROR expanded to serve 4476 additional children in SC, exceeding goals.	Continued growth of Reach Out and Read clinical network.	Progress report data
Partnership with Medicaid	Continue to design and implement project with Medicaid and QTIP partnership.	Complete project design and begin implementation. In this current year, we had to redesign the scope of work. This was successfully completed, and we piloted educational partnership with QTIP and are in the final stages of contract completion for the upcoming year.	Quality implementation and impacts on clinical quality across SC.	Partnership with QTIP evaluation and ROR evaluation as well as contract execution.

Partnerships/Programs/Agencies

Medical Training and Engagement	Continued development of courses for OLC and engagement opportunities (see attached learning path)	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. This year, we added 9 new courses on the online learning community, and also achieved CME accreditation for the RORC courses available to providers in the online learning community. In addition, we had 84 providers attend the ROR Regional Summit in May, 2019.	Robust OLC course offerings and participation.	RORC is constantly evaluation course completion rates for new required courses for providers.
Early Math	Roll-out early math training for providers across SC.	Begin to scale early math training across SC with 60% of all providers. We chose to slow the early math roll out in SC to	Increased early math awareness and support in well-child visit.	Assess provider knowledge and adaptation with early math survey embedded in online course.

Partnerships/Programs/Agencies

		match pace with a larger National early math pilot project, ensuring that we learn completely from pilot work before scaling this training in SC.		
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, scheduled to begin in the fall of 2018. This year, we worked with QTIP cohort sites on scholarly projects in addition to initial data work related to well-visit compliance.	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. Reach Out and Read Carolinas exceeded revenue projections for the year, increasing sustainable funding	Diversified and sustainable financial projections for RORC.	Use financial health indicators.

Partnerships/Programs/Agencies

		for the expansion of our work in SC.		
Full integration of 0-6-month training and implementation at each clinic.	90% of providers in network trained in additional 0-6-month integration and successfully implementing in their clinics	90% Completion rates through online training and integration as evaluated by RORC Program Specialists. We did not achieve the 90% goal this year but continue to actively work towards this goal with SC providers. We currently have 43% of all providers trained in the 0-6 integration in SC.	90% training of all RORC providers in 0-6-month module and full integration of 0-6 month into intervention.	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. Currently, we have 83% compliance rate in SC and 57% Green programs, 33% yellow (predominantly because they are	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

Partnerships/Programs/Agencies

		working to complete the 0-6 month training module), 1% red, and 9% not rated due to newness of program.		
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%. Current compliance is at 64%, an increase from 56% last year.	We will continue to see an increase in sites compliance year over year.	Survey tool participation analysis

Current 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.	Continued growth of Reach Out and Read clinical network.	Progress report data

Partnerships/Programs/Agencies

Partnership with Medicaid	Implementation/year 1 of project with Medicaid and QTIP partnership.	Begin project implementation and clinic expansion.	Quality implementation and impacts on clinical quality across SC.	Partnership with QTIP evaluation and ROR evaluation as well as contract execution.
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.	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 healthy relationships for families.	Established through research and provider training.	Fellowship launch
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,	Understand the impact of ROR intervention on well-visit compliance in high-	Use EMR analysis.

Partnerships/Programs/Agencies

		including a well-visit compliance study.	quality clinical settings.	
Sustainable and diversified funding strategy	Increased private match for new public funds	Increased financial commitments and increased diversification with new financial support.	Diversified and sustainable financial projections for RORC.	Use financial health indicators.
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	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%	We will continue to see an increase in sites compliance year over year.	Survey tool participation analysis

<mark>**July 2020-June 2021 (FY2020-2021)**</mark>

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.

Partnerships/Programs/Agencies

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	Year 2 implementation project with Medicaid and QTIP partnership.	Continue collaboration on expansion, quality, provider training, and scholarly activity.	Quality implementation and impacts on clinical quality across SC.	Partnership with QTIP evaluation and ROR evaluation as well as contract execution.
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.	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	Robust OLC course offerings and participation.	RORC is constantly evaluation course completion rates for new required courses for providers.
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.

Partnerships/Programs/Agencies

Research/Evaluation	Integration of new research projects and evaluation work in the clinics.	Currently progressing in planning with several new research initiatives, will sync with Fellowship work and QTIP scholarly activities	Increase research base for ROR and integrate evaluation learning into continuous project improvement.	Evaluation of current research projects and evaluation tools.
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 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	RORC sites in SC remain committed to the parent survey process as an evaluation tool and a measure of parent engagement.	Ensure continued compliance of 75%	We will continue to see an increase in sites compliance year over year.	Survey tool participation analysis

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**.

Reach Out and Read has a larger evidence-based than any other psycho-social intervention in general pediatrics with 15 peer-reviewed studies evaluation program impact and effectiveness.

Over the next year/18 months, research will be designed and will be begin implementation in the following areas:

1. Development of a pilot of an eventual RCT to analyze the impact of the ROR intervention on well-visit compliance.

2. Development of a pilot of evaluate the impact of ROR on maternal depression mitigation.

3. Exploration of impacts on quality of parent/child interactions.

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**.

- Medicaid contract implementation
- Research and Evaluation findings
- Integration of ROR Medical Fellowship

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, 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?

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 fully rolled out in Summer, 2020.

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.

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

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?

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

 If "Yes," please describe recommendations below:

Program Planning and Fiscal Information

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	1,000,000	1,000,000
General Fund		
Lottery		
Fees		
Federal Funds (specify): Medicaid matching funds	0	50,000
Other Sources:		
Grant	1,000,668	878,835
Contributions	165,000	200,000
Non-Profit (Foundation, etc.)		
Other (specify): In-kind and investment income	203,912	75,000
Other investments (county, etc,)	75,000	780,000
Carry Forward from Prior Year	**0**	**0**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	250,000	324,500
Contractual Services		
Supplies & Materials	21,450	23,000
Fixed Charges	130,150	155,485
Travel	64,515	62,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Evaluation and Special Projects	25,000	27,000
Organizational development	88,886	150,000
Program Technical Assistant, training, and support	931,056	1,158,594
Other: Books and Literacy Materials	924,833	825,000
Balance Remaining		
TOTAL:	**2,435,890**	**2,726,612**
# FTES:	**12.5**	**14.5**

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):

      _____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 2019-20	$
Amount of increase requested in EIA funding for FY 2020-21	$
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$

      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?

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	

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	

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	

Which other agencies would be affected by the recommended action? How?

Partnerships/Programs/Agencies

SUMMARY & EXPLANATION	

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	

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	

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Program Summary			
EIA-Funded Program Name	**SC National Guard Youth ChalleNGe Academy**	**Address**	5471 Leesburg Road Eastover, SC 29044

FY 2019-20 EIA Appropriation	**$1,000,000.00**	**FY 2020-21 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 with a quasi-military structure designed to support at-risk youth ages 16-18. The academy is currently located on McCrady Training Center in Eastover, SC and serves youth throughout the state of South Carolina. The mission of the South Carolina National Guard Youth ChalleNGe Academy 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 has two classes per year: January and July. It is a seventeen (17) month program divided into two (2) phases: Residential and Post-Residential Phase. The quasi-military style Residential Phase is 22.5 weeks. It gives the participants the opportunity to make basic life-style changes and prepare for their GED 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 applicants graduate with a cap and gown ceremony and then enter the Post-Residential Phase.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are 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 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.

Code of Laws: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 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:

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.

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.

7

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 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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 2018-19	
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?)	**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?)
Policy and planning: • Curricula • Guidelines on youth fitness programs and nutrition • ChalleNGe, DoD, and	**Acclimation period:** • Administer orientation, drug testing, physicals, and placement tests • Organize team building • Counsel cadets and	Current	**Cadet instruction:** • Cadets participate in activities and physical training • Cadets housed, fed, and supervised	**Cadets:** • Post-secondary education enrollment • Military enlistment • Improved health outcomes such as weight

National Guard instructions • Donohue intervention model • Job training partnerships • Program staff training	instruct on program expectations, life skills, and well-being		• Cadets instructed in classroom and learn independently • Knowledge gained • Cadets mentored • Cadets meet behavior standards • Cadets participate in job training • Cadets tested for drugs and instructed in life skills and health • Community service performed • Increased awareness and desirability of military service • Cadets registered to vote/Selective Service	loss, smoking cessation, and physical fitness • Life-coping skills such as leadership and self-discipline developed • Cadets vote
Assets: • Instructors • Administrative staff • Mentors • Cadre • Facilities • Funding	**Residential phase:** • Coordinate cadet activities and fitness training • Provide housing and meals • Academic instruction • Standardized testing, GED • Enforce appropriate cadet behavior and protocol • Mentorship, mentee training form P-RAP • Job skills instruction • Exposure to vocations	Current	**Cadet graduated:** • Parental concerns addressed • Cadet progress tracked • Tests administered • Cadets graduated • Credentials awarded • Job/apprenticeship placements • Cadets connected to mentors	**Communities:** • Decreased rate of truancy • Regular pools of reliable employees generated • Increase in individuals participating in community service activities

Partnerships/Programs/Agencies

	• Drug testing and instruction on life skills and well-being • Community service activities • Track cadet progress • Award credentials • Address parental concerns • Graduate students • Register to vote and Selective Service			

Fiscal Year 2019-20				
Problem/Issue	Same as above			
Goal	Same as above			
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?)
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 actual GED test.	Outcomes will be measured by the increase in the number of cadets who receive 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.	1.Increased social media presence. 2.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.	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.

Partnerships/Programs/Agencies

	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.			
SCYCA post-residential outgoing communication will promote supportive connections between former cadets, mentors and SCYCA to encourage former cadets to seek assistance with maintaining placement in academic/employment/military settings.	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. Significant progress will be determined when cadets maintain placement at Post-residential Month 12.	Outcomes are measured by documentation showing 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 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	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 program lasts 5-1/2 months. Therefore, resource sharing is	1.PRAP document 2.There is no measure/assessment for sharing resources.

Partnerships/Programs/Agencies

			not monitored annually. However, SCYCA is available for former cadets to return if they require additional resources.	
trips will be offered each cycle.			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.	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.	Significant progress will be determined when mentors maintain contact with former cadets and SCYCA and the cadets maintain placement at Post-residential Month 12.	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).

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?)	**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	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)

Partnerships/Programs/Agencies

			population being served.)	
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 actual GED test.	Outcomes will be measured by the increase in the number of cadets who receive 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	Post-residential staff will send periodic encouraging communications to former cadets (i.e. birthday cards, Facebook posts regarding	Cadets take initiative to maintain contact with mentor and SCYCA to report positive placement.	The only measure lasting 1 year is positive placement. Significant	Outcomes are measured by documentation showing positive placement in Post-residential Month 12.

Partnerships/Programs/Agencies

encourage former cadets to seek assistance with maintaining placement in academic/employment/military settings.	statewide job postings)		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 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.	PRAP document There is no measure/assessment for sharing resources.
Mentors will actively engage with cadets and address specific	1.Mentors and Case Managers will communicate through monthly reports regarding	Mentor engagement is measured by submission of the Mentor Monthly Report.	Significant progress will be determined when	Outcomes are measured by Mentor Monthly Reports and documentation showing

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academic/employment/military goals throughout the residential phase.	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. | 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. | mentors maintain contact with former cadets and SCYCA and the cadets maintain placement at Post-residential Month 12. | positive placement in Post-residential Month 12 (one year after completing the residential/academic phase). |
| | | | | |

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**.

The National Guard Youth ChalleNGe Program is an evidence-based program designed to provide opportunities to adolescents who have left school before earning a high school diploma but demonstrate a desire to improve their potential for successful and productive lives. After three years, participants were more likely than their control group counterparts to have obtained a GED or high school diploma, to have earned college credits, and to be working. Their earnings are also 20 percent higher. Research has found that the ChalleNGe program has a positive influence on participants' near-term labor market outcomes and is cost effective producing approximately $2.66 in benefits for each $1.00 invested. (Millenky et al., 2011; Perez-Arce et al., 2012).

Millenky, Megan, Dan Bloom, Sara Muller-Ravett, and Joseph Broadus, *Staying on Course: Three-Year Results of the National Guard Youth Challenge Evaluation,* New York; MDRC, 2011

Perez-Arce, Francisco, Louay Constant, David S. Lougrhan, and Lynn A. Karoly, *A Cost-Benefit Analysis of the National Guard Youth ChalleNGe Program,* Santa Monica, Calif.: RAND Corporation, TR-1193-NGYF, 2012. As of October 17, 2017: http://www.rand.org/pubs/technical_reports/TR1193.html

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**.

- Parents and unexpected family events
- Outside peer influence and cadet motivations
- Pre-existing academic levels, mental or physical conditions
- Prior criminality or drug use
- 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
- Community partnerships that provide additional services for cadets
- 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.

During the Acclimation Phase, cadets participate in a physical fitness test and are administered the TABE (Test of Basic Adult Education).

During the Residential Phase, cadets are retested in both physical fitness and TABE to measure improvements. The cadets are also administered the Pre-GED, GED, Work Keys Assessment and the ASVAB.

During the Post-Residential Phase, which is 12 months after graduation, monthly contacts are made by the mentors and/or case managers to collect placement data, such as, employment, further education/training and or military status.

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. No
- Are services or activities going as planned? If no, explain. Yes
- Is the program reaching the intended target population or the intended number of participants? If no, explain. Yes to target population and no to intended number of participants. Recruitment efforts have been increased in the past year through community connections, staffing, and adjusting the recruitment plan.
- Is it leading to expected outcomes? If no, explain. Despite not meeting our numbers the majority of the cadets who do graduate are completing GEDs, initial placement standards and/or entering the workforce.

- 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 participants of the program find the services, benefits and activities of the program very beneficial in setting and achieving their goals, such as, finding employment, enlisting in the military, or furthering their education.

Peer to peer survey, cadet exit survey, cadet feedback meetings with academy leadership and youth advisory board.

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 last evaluation was December 2018 called the CORE Evaluation, which the National Guard Bureau (NGB) performs with each state that has a Youth ChalleNGe program. A copy of that evaluation is included.

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?

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

 If "Yes," please describe recommendations below:

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	1,000,000.00	1,000,000.00
General Fund		250,000.00
Lottery		
Fees		
Federal Funds (specify):	3,000,000.00	3,750,000.00
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	2,149,885.79	2,750,000.00
Contractual Services	479,106.98	625,000.00
Supplies & Materials	510,521.59	550,000.00
Fixed Charges	25,788.25	50,000.00
Travel	57,578.23	75,000.00
Equipment	33,227.31	75,000.00
Employer Contributions	650,658.11	800,000.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Cadet Stipends	44,080.00	75,000.00
Balance Remaining	49,153.74	
TOTAL:	**4,000,000.00**	**5,000,000.00**
# FTES:		

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):

_____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 2019-20	$
Amount of increase requested in EIA funding for FY 2020-21	$
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$

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?

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. N/A

FORM D
PROVISO REVISION REQUEST

NUMBER	

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	

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	

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	

Which other agencies would be affected by the recommended action? How?

SUMMARY & EXPLANATION	

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	

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	

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

National Guard Youth Challe*NG*e Inspection Program

Report of Inspection

South Carolina
Youth Challe*NG*e Academy
December 2018

Alutiiq
Global Solutions, LLC

A Wholly Owned Subsidiary of
Afognak Native Corporation
360 C Quality Circle, Suite 300 Huntsville, AL 35806
(256)489-9380 ⬥ fax (256)489-3315

December 13, 2018

Chief, Office of Youth Programs
111 South George Mason Drive,
AH2, Arlington, VA 22204-1373

   During the period 11-13 December 2018, South Carolina Youth Challe*NG*e Academy (SCYCA) received a full-scope Inspection.

   The enclosed Joint Lessons Learned Program (JLLP) formatted document provides a detailed explanation of the areas of noncompliance and shortcomings in performance. In response to this inspection you will develop and submit a Corrective Action Plan (CAP) that addresses each of the Resource Management and Operational Compliance *and* Unsatisfactory Performance findings contained in the Report of Inspection (ROI).

   If you have any additional questions or concerns please contact me at (719) 650-9998 or email at khulett@alutiiq.com.

K Hulett

KIMBERLY A. HULETT, JD
Contractor, Alutiiq
Program Manager

December 13, 2018

Chief, Office of Youth Programs
111 South George Mason Drive
AH2, Arlington, VA 22204-1373

During the period 11-13 December 2018, South Carolina Youth Challe*NG*e Academy (SCYCA) received an Operational Compliance inspection. The Program received a "Satisfactory" rating with an 88.30% level of compliance with the legal, regulatory, and doctrinal operational requirements of the Youth Challe*NG*e Program.

Areas of noncompliance identified during the inspection include:

- Failure to conduct employee criminal background checks
- Temporary contract employees exceeding the six-month limitation
- Cadre using unprofessional language when interacting with Cadets
- Acclimation Period pool insufficient to meet graduation target
- Not meeting the required timeframes for mentor recruitment
- Not matching all Cadets with mentors by Week 13
- Paying a graduation stipend to graduates who are not positively placed

There were no Significant Findings identified in the Operations Compliance component of the inspection. The enclosures provide a detailed explanation of all areas of noncompliance identified during this inspection.

If you have any questions or concerns, please contact me at (833) 294-3571 Option 5 or email at kseery@alutiiq.com.

KEVIN SEERY
Contractor, Alutiiq
Operations Inspector

Report of Inspection

1. a. FINDING: South Carolina Youth Challe*NG*e Academy (SCYCA) accepts candidates without ensuring that they meet the requirement of being physically capable of participating in the Program. (Participants, Item # 2a)

   b. DISCUSSION: The National Guard Youth Challe*NG*e Operational Instruction (NGYC-OI), Section 1-4 paragraph a.(4) and the Department of Defense Instruction 1025.8 (DoDI 1025.8) paragraph 4.10.7 both state that participants will be selected who meet the following eligibility standard: "Physically and mentally capable to participate in the Program with reasonable accommodation for physical and other disabilities." An examination by qualified medical personnel is the method used to determine physical capability. DoDI 1025.8 paragraph 6.3.1.2 states, "Such examination shall be sufficiently complete so that a conclusion may be reached as to the participant's ability to complete the program with reasonable accommodation for physical and other disabilities."

Twenty-eight medical files from NGB Class 51 (SC Class 41) were reviewed to determine the Cadets' physical and mental capability to complete the Program. Two files contain completed physical examination forms; however, the forms did not indicate that the Cadets had been cleared to participate in the Program and were not signed by medical personnel.

   c. RECOMMENDATION: DoDI 1025.8 and the NGYC-OI are both clear on the eligibility requirements of applicants. SCYCA leadership must review the current procedures in place to ensure that all parts of the Cadet application, in this case the physical examination form, are complete and that the candidate has been cleared for participation in the Program. Having a detailed physical without a signature by medical personnel in itself is not enough to indicate clearance. The Program Director must ensure that the procedures for reviewing applications include additional checks so that if one staff member inadvertently misses something, the next level of review will catch it. The Program should not consider an application complete until all eligibility requirements can be verified with proper documentation and/or a response submitted by the applicant or, in this case, a qualified medical personnel. A detailed checklist should be developed which contains all eligibility requirements. Then, those staff members who are designated to perform the task of in-processing Cadet applications should use it to track the completeness of the applications and thus ensure that all required eligibility requirements have been met.

   d. IMPLICATION: Accepting applicants into SCYCA when eligibility requirements have not been completely verified is a direct violation of the NGYC-OI and DoDI 1025.8. SCYCA must ensure Cadets are statutorily qualified to participate in their Youth Challe*NG*e Program. NGYCP-CA Article II, Section 205a(3) provides, "Termination of

this Agreement resulting in Program closure may occur for the following reasons: Failure of the grantee to meet the requirements of this Agreement, and/or lack of performance." A candidate who is not cleared by medical personnel to participate in the Program at the time of acceptance may sustain an injury or develop a medical condition during increased physical training. Any investigation into the circumstances of a candidate's injury may result in holding the Program liable if it is determined that the candidate was never medically cleared. In addition, the increased stress placed on candidates as they adapt to the quasi-military environment of the Program may cause them to react negatively to the structure of the Program or to behave inappropriately. This could create an environment that may cause other candidates to decide to leave the Program, losing an opportunity to positively affect change in their lives.

2. **a. FINDING:** South Carolina Youth Challe*NG*e Academy (SCYCA) currently employs temporary staff members for more than six months. (Organization, Item # 9)

b. DISCUSSION: The National Guard Youth Challe*NG*e Operational Instruction (NGYC-OI), Section 1-9, paragraph *c* states, "Personnel filling positions must perform the stated job function. Temporary hires are not to exceed six months of employment. Temporary hires filling the positions of deployed military member positions will not exceed the period of deployment, to include the military members leave upon returning from deployment."

The Program Director stated to help reduce the timeline for hiring new employees, the State Human Resources (HR) department allows the program to hire individuals as part-time temporary or full-time temporary. However, after 90 days from the hiring date, the Program must change the employee's status to part-time or full-time. During the inspection, it was determined that one employee's status was not changed from part-time temporary to part-time, resulting in the employee exceeding the maximum six-month temporary employment timeframe.

c. RECOMMENDATION: SCYCA must work with the State HR to identify all the employees that are currently in a part-time temporary status or full-time temporary status. Once the State HR identifies the employees that are in a temporary status, along with their hiring date, the Program should submit the appropriate paperwork to the State HR to change the employees' status. The Program should establish a system that will help monitor the status of the temporary employees to ensure they do not exceed the six-month window.

d. IMPLICATION: Employing temporary hires for longer than six months is in direct violation of the NGYC-OI and National Guard Youth Challe*NG*e Program Cooperative Agreement (NGYCP-CA). NGYCP-CA Section 204 states, "If the grantee or subgrantee materially fail to comply with any term of this award, the grantor may take actions pursuant to 32 CFR 33.43, among these actions are the following, as appropriate in the circumstances: Temporarily withhold cash payments pending correction of the

deficiency by the grantee or subgrantee or more severe enforcement by the grantor; and, take other remedies that may be legally available."

3. **FINDING:** South Carolina Youth Challe*NG*e Academy (SCYCA) does not have an effective program for criminal background checks for staff. (Organization, Item # 13)

  b. DISCUSSION: Chief National Guard Bureau Instruction 9350.01, Enclosure A paragraph 9.k. states, "Verify that all State Youth Challe*NG*e Program employees undergo a background check IAW reference e." (Reference e. is the following website: NGB PARC Guard Knowledge Online (GKO)).

Twenty-one of 71 employees HR files (30%) were reviewed. Eighteen employee files contained documentation of background and sex offender checks that were either inconsistent or did not provide enough detail to determine if a proper check was conducted, or were completely missing from the file. The Director stated before assuming the position in February 2018 that the Program would perform a South Carolina Law Enforcement Division (SLED) background check on those individuals who lived in South Carolina for the last 10 years. For new hires who self-reported an out of state residence during the last 10 years, the Program would run an S2 Verify Background screening. The SLED background check only covers crimes committed in the state of South Carolina, and an S2 Verify Background screening covers crimes that are committed nationally. The Director also stated that as of February 2018, all new employees undergo a S2 Verify background screening; however, the review of employee files, including those recently hired, indicated that not all had S2 Verify checks. Some employees had SLED, some had checks from a third source, and some did not have a check at all.

  c. RECOMMENDATION: The Program Director must ensure that all employees receive a complete *national* criminal background check during the hiring process and before beginning employment at the Program. The Program Office stated that a draft version of the updated Department of Defense Instruction 1025.8 *National Guard ChalleNGe Program* was in the vetting stage. Included in the update will be a requirement that background screenings will be of the same scope required for a NCIC check, and the frequency of the checks. In addition, the Director should discuss with her senior leadership moving the responsibility of conducting the background checks, including a sex offender check, from the Program to by the State HR Department. The Director should also seek guidance from NGB-J1-Y on the scope of the background checks, whether all current employees should be rechecked, and the frequency of the checks.

  d. IMPLICATION: Having an incomplete or missing employee background checks is a direct violation of Chief National Guard Bureau Instruction 9350.01. Staff members who may have committed felony offenses, who may have substance abuse issues, or who may be sex offenders must never be allowed access to Cadets. Should an incident occur where an employee harms a cadet in any way, an investigation will normally

result, including whether a background check was conducted on all employees. Any incident, whether substantiated or not, could bring discredit to the Program and increased scrutiny from the media, possibly ruining a well-earned reputation. This could lead to reduced enrollment and could place the Program in jeopardy of losing federal funds or termination due to lack of performance.

4. a. FINDING: South Carolina Youth ChalleNGe Academy (SCYCA) staff does not meet the in-house training standards. (Organization, Item # 21f)

    b. DISCUSSION: National Guard Youth ChalleNGe Program Training Policy Memorandum dated 11 May 2016, paragraph 5a(1)-(7) state, "In-house training is essential to the health and welfare of the candidates/Cadets and is considered a life/safety issue. Program Directors will ensure that, at a minimum, the following training/courses are conducted at the interval prescribed and for all staff members whose place of employment is the Youth ChalleNGe Program, regardless of the entity funding the position(s). Staff must complete first aid, CPR, and AED certification from either the American Red Cross or American Heart Association (or other equivalent provider) within six (6) months of hiring and will maintain currency as required by those organizations."

SCYCA's current training system ensures all full-time and part-time employees receive the required national and in-house training as specified in the National Guard Youth ChalleNGe Program Training Policy. However, during the inspection, it was determined that two staff members hired in May 2018 did not complete CPR/First Aid training within the first six months of hire. The Program Trainer scheduled the two members to receive CPR/First Aid training during the upcoming cycle break.

    c. RECOMMENDATION: SCYCA must ensure all staff members regardless of status complete the National and in-house training as required in the National Guard Youth ChalleNGe Program Training Policy. The Program leadership must ensure that all required National and in-house training is scheduled, and institute management controls to ensure proper oversight. It is highly recommended that the Program Training Coordinator (PTC) provide the Program Director a regular update on the training status of the staff. SCYCA should consider including all required training as part of the in-processing requirements of new hires. Providing training before the employee begins official duty will enable SCYCA to meet all requirements and will address the instances when employees are on leave or sick during regularly scheduled cycle-break training. Upon completion of all training, the PTC must update the data management system to reflect the programs accurate training level and each staff members training file. The PTC must continue to maintain detailed files such as sign-in rosters, certificates of completion, etc., to validate the completion of all required training.

    d. IMPLICATION: NGYC-OI Section 1-9 paragraph *g.* states, "Leadership and Staff professional development is to equip leaders and Staff with the skills, knowledge, and networks necessary to intervene in and reclaim the lives of at-risk youth and to produce

responsible and productive citizens." NGYC-OI Section 1-9.*g*.(2) states, "Program Staff must be able to fully articulate and implement the quasi-military educational model and understand that sometimes subtle, but very important differences between working with at-risk youth and training military leaders in a time of war. The Program is NOT a "boot camp" or basic training drill instruction for young soldiers, airmen, etc. In the hands of people who are not trained to understand these subtleties, the risk to the Program, as well as to the young people we aim to serve, can be greatly increased." Not providing the required training contradicts its design as stated in NGYC-OI Section 1-9.*g*.(2), "The training is designed to minimize the risk of serving youth in need." Training deficiencies influence all phases of SCYCA to include the achievement of the mission and the sustainability of the Program.

5. a. FINDING: South Carolina Youth Challe*NG*e Academy (SCYCA) Corrective Action Plan (CAP) submitted 26 April 2017 did not meet all requirements. (Administrative Requirements, Item #'s 24b and 24d)

   b. DISCUSSION: The National Guard Youth Challe*NG*e Operational Instruction (NGYC-OI), Section 1-2*b*(5) states, "Evaluation teams shall not only assess current operations and resource management activities, they shall also review findings from the previous year to determine whether corrective actions have been taken where warranted, and include these findings in each report." In an email from MAJ Karen Patrick sent Tuesday, January 3, 2017 12:20:03 PM she wrote, "Your CAP is due 3 April 2017 to NG-J1-AY. Please reply to all with your formal response." A review of the CAP revealed that SCYCA addressed all areas of noncompliance from the Operations Compliance component; however, not all Compliance findings were resolved.

In accordance with MAJ Karen Patrick's email, SCYCA was directed to submit their CAP on 3 April 2017 but did not submit it until 26 April 2017, missing the deadline by over three weeks. During the December 2016 inspection and again during this inspection, SCYCA did not meet the Week 2 and Week 6 mentor recruitment percentages and deadlines, making these findings systemic. In the Corrective Action Plan (CAP) dated 25 April 2017, the Program Director stated the following: "A new RPM Coordinator/Supervisor has been hired since the date of inspection. In-house workshops with the RPM staff were conducted to review all Post-Residential requirements. We've reached out to the NG-J1-AY Program office for guidance on issues that were unclear. We have also reached to other YCA programs seeking Ideas and "Best Practices" to improve our numbers in all areas in both the Residential and Post-Residential Phases." The Mentor Coordinator stated some Cadets are accepted into the Program without a mentor, and, even with a limited pool of mentors, are not able to recruit mentors to meet the required percentages and deadlines. The Program has attempted to expand its pool of mentors by establishing relationships with outsides agencies such as church groups, but currently the pool is inadequate to meet the needs of the Cadets. The Mentor Coordinator stated that before turning to the mentor pool, he ensures that the Cadet along with his/her parent/guardian has made an exhausted effort to obtain a Mentor from their community. In addition, the Director and the Mentor

Coordinator were both new to their positions and had not seen the strategies from the April 2017 CAP.

During the Post-Residential Phase, SCYCA provides a graduation stipend of $50 per month to graduates. A review of the files revealed that the Program was paying the graduation stipend without the graduate being positively placed. This was a finding in the December 2016 inspection, making this issue systemic. The Director stated in the CAP dated 25 April 2017, "A new RPM Coordinator/Supervisor has been hired since the date of inspection. In-house workshops with the RPM staff were conducted to review all Post-Residential requirements. We've reached out to the NG-J1-AY Program office for guidance on issues that were unclear. We have also reached to other YCA programs seeking Ideas and "Best Practices" to improve our numbers in all areas in both the Residential and Post-Residential Phases." During the review, many of the source documents the Program was using to verify placement did not contain sufficient details of the placement activity to justify the payment of the graduation stipend, or there was no source document in the file at all. A large turnover in the RPM staff, misunderstanding of the standards, and lack of the use of Memoranda for Record in lieu of source documents to validate placements all contributed to the finding of non-compliance.

   c. **RECOMMENDATION:** The Inspection Team reviews the CAP during the Program's next on-site inspection to measure the effectiveness of the strategies implemented to resolve areas of non-compliance. Therefore, SCYCA must devise a corrective action for all areas found to be non-compliant. The Program Director must ensure that the entire staff is aware of the contents of the CAP. Then, the Director must hold periodic staff meetings to review the progress of implementing the corrective action strategies. The Program Director must provide constant oversight of the staff's attempt to implement the CAP to determine whether the corrective actions are achieving the desired results. If not, the Program Director and staff must determine whether unexpected obstacles, or any other issues, are preventing the Program from achieving compliance. After conducting a thorough review, the staff should amend the strategies in an effort to bring all issues into compliance.

   d. **IMPLICATION:** NGB-J1-Y conducts on-site inspections regularly; therefore, Programs must provide detailed, accurate, and achievable Corrective Action Plans for all discrepancies found during those inspections so that the Program Office can maintain proper oversight. The Inspection Team will review the Program's CAP to determine whether the proposed strategies will result in compliance and report its findings to the Program Office. If the strategies will not result in compliance, the Program Office will direct the Program to update the strategies and resubmit the CAP. Once the Program Office accepts the CAP, the Program will be required to provide a six-month follow-up on the status of the corrective actions. NGYCP-CA Section 714 states, "In addition to any financial or other reports required by the terms of this Agreement, NGB may require the State to prepare reports or provide information relating to this agreement. The State agrees to provide the reports within a reasonable time of request and in such detail as may be required." Submitting a CAP without

sufficient detail is in direct violation of the National Guard Youth Challe*NG*e Program Cooperative Agreement (NGYCP-CA) and may result in the temporary withholding of cash payments pending correction of the deficiency by the grantee or more severe enforcement by the grantor. Without proper oversight of the CAP strategies, the Program likely will have unresolved systemic issues that may lead to Significant Findings in subsequent inspections. National Guard Youth Challe*NG*e Operational Instruction Section 1-3 states, "Also, failure on the part of the State to comply with specific actions required by an NGB-J1-Y assessment to bring the Program into compliance may result in a withholding of Federal funds by the USPFO until corrective action is taken."

6. a. **FINDING:** South Carolina Youth Challe*NG*e Academy's (SCYCA) did not meet all requirements of the biennial Director's Self-Assessment (DSA). (Administrative Requirements, Item # 25d)

    b. **DISCUSSION:** National Guard Youth Challe*NG*e Program Cooperative Agreement, Section 201, paragraph d(3) requires Program Directors to perform a biennial operational self-evaluation. SCYCA was required to complete this Self-Assessment and to identify all areas of noncompliance and unsatisfactory performance. The purpose of this Self-Assessment is to provide the Program Office with the assurance that each program is operating in compliance with standards and with acceptable performance. The Director's Self-Assessment is an integral part of the Program's next on-site inspection. The Inspection Team will evaluate the content of the Director's Self-Assessment to determine its validity and efficacy. In an email from Mr. White sent Tuesday, May 1, 2018 at 12:30 PM he wrote, "This DSA task is ONLY for programs who are NOT getting an on-site NGB Inspection this year. I am sending to everyone just for the Director's information and awareness. Please confirm receipt and acknowledge suspense of 1 Jun."

The Program Director addressed all key indicators in the Operations Performance component of the DSA checklist. The Program Director accurately indicated on the DSA that the Program was non-compliant in the areas of recruiting Mentors by the end of Week 13, and having developed and approved curricula for the seven non-academic core components that includes the standardized tasks, conditions, and standards for each core component. The Program's strategies to resolve the mentor recruiting, and developing and approving the curricula for the seven non-academic core components remain non-compliant.

    c. **RECOMMENDATION:** The Inspection Team takes a critical look at the last DSA submitted to the Program Office (NGB-J1-Y) when they perform an on-site inspection. Inspectors validate that the DSA was sent on time, that all areas of non-compliance and unsatisfactory performance were identified, and, after the completion of the on-site inspection, whether all identified areas of non-compliance were resolved and unsatisfactory performance increased to a rating of Marginal or better. When completing and submitting the DSA to NGB-J1-Y, the Program Director must thoroughly

review each requirement. If the Program Director is unsure whether particular items comply or not, she should seek further guidance from the Program Office. An honest, unbiased look at the standards is necessary to make any needed changes to ensure the Program is moving toward 100% compliance and satisfactory or better performance.

   d. **IMPLICATION:** Failure to identify noncompliance issues in the DSA gives NGB-J1-Y an inaccurate appraisal of the Program's status and may result in the Program being at risk of sustaining operational capabilities and accomplishing performance objectives. Without a comprehensive and accurate DSA, the Program Office cannot address systemic areas of noncompliance or identify programs with unsatisfactory performance, which is needed to assist NGB-J1-Y in determining where to provide limited resources. The frequency of future inspections will be every three years, making the submission of an accurate DSA critical for NGB-J1-Y to maintain proper oversight.

7. a. **FINDING:** South Carolina Youth Challe*NG*e Academy's (SCYCA) staff members do not comply with the prohibition of using unprofessional language, including profanity, vulgarity, or off-color jokes when interacting with, correcting, or motivating Cadets. (Administrative Requirements, Item # 34b)

   b. **DISCUSSION:** National Guard Youth Challe*NG*e Operational Instruction (NGYC-OI) Section 1-12(*b*) and NGB-J1-Y Challe*NG*e Program "Hands-Off Leadership" Policy both state, "Hands-Off Leadership means that no Staff member may touch a Cadet or use abusive language as a means of coercive leadership. If a Staff member has to resort to shoving, pushing, or swearing to lead Cadets, he or she has already failed." In addition, NGYC-OI Section 1-12(*e*) and the "Hands-Off Leadership" Policy both state, "Hands-Off Leadership also prohibits Staff members from using unprofessional language, including profanity, vulgarity or off-color jokes when interacting with, correcting, or motivating Cadets. This includes joking and horseplay that is easily carried too far. The litmus test is this: If you would not want the staffs' language used towards your Cadets to appear on public media and/or broadcasts, it should not be used. The uncompromising standard for behavior and language on the part of Staff is nothing less than complete transparency and total professionalism."

During the Cadet interviews, 3 out of 10 Cadets alleged that Cadre use profanity. The Program Training Coordinator confirmed that Hands-Off Leadership training is conducted each break between classes. However, during the interviews conducted for this inspection, the Cadets alleged that Cadre used profanity in their presence. Any use of unprofessional language is prohibited.

   c. **RECOMMENDATION:** The Program Director and her senior staff must continually stress professionalism as being paramount to all interactions with Cadets and with other staff. Because use of profanity by Cadre immediately detracts from the "uncompromising standard for behavior and language," its use must be stopped immediately. Program Directors must emphasize the prohibition from using unprofessional language during required Hands-Off Leadership training conducted

before the start of each new class cycle. All reports of an alleged violation of Hands-Off Leadership by a Challe*NG*e staff member, in this case, the use of unprofessional language (profanity), must be impartially investigated and facts gathered under the direction of senior staff. Once the facts of the investigation are appropriately documented and forwarded to the Director for action, the Director must then notify NGB-J1-Y via a Serious Incident Report. In addition, the Program leadership should continue to counsel and discipline as necessary those staff who persist in violating the Hands-Off Leadership policy.

    d. IMPLICATION: Cadre or any other SCYCA staff member who use unprofessional language to include profanity is in direct violation of the NGB-J1-Y Challe*NG*e Program "Hands-Off Leadership" Policy. Any instance of unprofessional language by a SCYCA staff member, whether substantiated or not, could bring discredit to the Program and increased scrutiny from the media, possibly ruining a well-earned reputation. This could lead to reduced enrollment and could place the Program in jeopardy of losing federal funds or termination due to lack of performance.

8. a. FINDING: South Carolina Youth Challe*NG*e Academy's (SCYCA) medical staff did not properly administer all requirements of the DoD/NGB Drug Free Policy for participants enrolled in the Challe*NG*e Program, including the Optional Confirmatory Drug Test. (Administrative Requirements, Item # 42a)

    b. DISCUSSION: NGB-J1-Y Official Drug Testing Policy for Youth Challe*NG*e Cadets paragraph *d.* states, "Confirmatory Drug Tests must be administered within five (5) calendar days of the original drug test utilizing a new sample and result in negative test results based on cut-off concentrations listed below."

Drug	Cut-Off Concentration (ng/ml)	Notes
Marijuana	15	Delta-9tetrahydocannabinol-9-carboxylic acid
Cocaine Metabolite	150	Benzoylecognine
Phencyclidine	26	
Amphetamines:		
Amphetamine	500	
Methamphetamine	500	Test for 6-AM when morphine concentration exceeds 2,000 nanograms per milliliter
Opiates:		
Morphine	2,000	
Codeine	2,000	
6-Acetyl Morphine	10	

When administering the Optional Confirmatory Drug Test, SCYCA medical staff used the same type of testing device (urine-based strip test) used for the Required Random Drug test. However, the testing device does not test to the more stringent Confirmatory Drug Test cut off concentrations, making the test results invalid.

    c. RECOMMENDATIONS: SCYCA medical staff, along with Program leadership, should review the contents of NGB-J1-Y Official Drug Testing Policy for Youth Challe*NG*e Cadets for understanding of the requirements. The medical staff should pursue one of two options to ensure accurate drug test results are obtained when administering the Optional Confirmatory Drug Test. The first option is to procure a urine-base strip test that indicates the cut off concentrations required for the Confirmatory Drug Test. The second option is to send the collected samples to an authorized testing lab to obtain the drug test results.

    d. IMPLICATIONS: Cadets who have been out of the direct supervision of SCYCA staff members should return to the Program free of any adverse effects of illegal drugs or alcohol. This determination is only possible with a thorough understanding and application of the NGB drug testing policy. Not correctly applying the requirements of the NGB drug testing policy could result in keeping a Cadet who is in violation of the policy or, worse yet, terminating a Cadet who is not in violation of the policy but was terminated due to the misapplication of the testing procedures. A fairly and accurately administered drug testing program will ensure that any challenge of drug test results can be backed up by the proper execution of the test and complete and accurate documentation of the results.

9. a. FINDING: South Carolina Youth Challe*NG*e Academy's (SCYCA) does not collect accurate Residential Phase data IAW applicable time constraints. (Administrative Requirements, Item #'s 44a and 44b)

    b. DISCUSSION: National Guard Youth Challe*NG*e Operational Instruction (NGYC-OI) Section 1-2, paragraph a(1) states, "Residential Phase data will be updated weekly by close of business (COB) each Monday for the previous week's activities. Reporting periods are from 0001 hours each Monday to 2400 hours each Sunday. The data for the first report for each class must be entered into the data management information system not later than COB on Monday following the first complete week of the Acclimation Period." Section 1-23 states, "The management information system is the official repository for each Cadet's personal core component attainment data. Data for each core component (academic excellence, physical fitness, job skills, service to the community, health and hygiene, responsible citizenship, leadership/followership, and life-coping skills) will be maintained for each Cadet. Cadet data reflecting core component performance will be entered into the management information system as tasks are completed."

SCYCA staff members are using the Cadet Tracking System (CTS) as the Program's data management system. CTS contains tabs specifically for recording all tasks

associated with each Core Component. A review of CTS revealed that the staff was not entering all Core Component data needed to show mastery and subsequent completion of each task. In the cases when task completions are being entered, the staff is not meeting the time requirements for both the Acclimation Period and the Residential Phase.

c. **RECOMMENDATION:** The staff should develop procedures for entering Core Component data into CTS, ensuring that the deadlines established by the NGYC-OI are clearly identified. Then, once the Core Component tasks are completed, the staff must enter the data into CTS by the deadlines. Program leadership should consider conducting regularly scheduled checks of the CTS to ensure that staff are properly entering all required Core Component and are meeting required timelines.

d. **IMPLICATION:** The staff should be able to refer to the CTS as needed to review the data and then make adjustments to training schedules to ensure all tasks associated with the Core Components are completed. Inaccurate or incomplete data may give a false impression on the Core Component completion status of the Cadets and, thus, would make it difficult for Program leadership to know whether a waiver may be required at the end of the cycle. Additionally, not recording the Acclimation Period and Residential Phase data into CTS by the required deadlines places SCYCA in direct violation of the NGYC-OI and may, in accordance with Section 204 paragraph a(1), result in a temporary withholding of cash payments pending correction of the deficiency or more severe enforcement action by NGB-J1-Y.

10. a. **FINDING:** <mark>South Carolina Youth ChalleNGe Academy's (SCYCA) Acclimation Period pool of prospective Cadets is not sufficient to select enough qualified Cadets to meet graduation target. (Acclimation Period, Item # 52)</mark>

b. **DISCUSSION:** The National Guard Youth ChalleNGe Program Operational Instruction (NGYC-OI), Section 1-15a(8) states, "The Acclimation Period pool of prospective Cadets will be sufficient to select enough qualified Cadets to equal your Program's Cadet Graduation target plus your Program's historical attrition rate over the 22-week Residential Period." ChalleNGe Publication 3-1 (CP 3-1) Chapter II, paragraph 6.A states, "Cadet recruitment throughout the catchment area is critical to program success," and paragraph 6B advises Programs to, "Set definite goals and assign accountability standards for achieving them. These goals include external contacts, orientation attendance numbers, and professional presentations and help to ensure recruitment is systematically organized and goal-driven, resulting in sufficient enrollment numbers on intake day."

Using historical data from NGB Classes 47-50 (SC Classes 37-40), the Program graduated 390 Cadets out of 557 registered on Day 1, a 30% attrition rate. At this attrition rate, SCYCA must register 143 candidates on Day 1 of the Acclimation Period to achieve its graduation target of 100. The average number of candidates registered for the last 4 classes on Day 1 has been 139. SCYCA met graduation target in three of

the last four classes to graduate. However, NGB Class 50 (SC Class 40) began the cycle with only 102 registered Cadets on Day 1, resulting in a graduation class of 60. The low recruitment numbers for this class was a direct result of a lack of recruiters leading up to the class cycle start date. The Program did not have recruiters on staff during the recruitment period for this class. For the class currently in the Residential Phase, NGB Class 51 (SC Class 41) 144 prospective Cadets were registered on Day 1. There are 102 Cadets remaining at Week 22.

    c. RECOMMENDATION: Recommend that the Program leadership maintain a constant oversight of the recruiters to ensure that marketing and recruiting strategies and goals are implemented and achieved. The Program must also scrutinize the processes and procedures currently in place relating to the retention of Cadets during both the Acclimation Period and Residential Phase in an attempt to reduce the 30% attrition rate. Until the attrition rate is decreased, the first course of action should be to increase the number of registrants on Day 1 of the Acclimation Period to the historically generated 143. Although recruiting enough applicants to reach graduation is important, selecting quality candidates is equally important. Then, the Program should examine the current strategies in both the Acclimation Period and Residential Phase to determine at what point in the program Cadets are leaving and the conditions that are causing them to leave. The focus should be on developing and implementing strategies that will improve the retention rate during both phases to get the Program to its graduation target. It is imperative that staff members from all departments, including, but not limited to, Program Director and Deputy Director, the Commandant, Cadre staff, recruiters, and Post-Residential staff collaborate in this effort to update internal procedures and courses of action to increase the retention rate. The Program must continue to evaluate whether the cause of not meeting graduation target is the inadequate numbers of applicants registered for the Acclimation Period, the failure to retain adequate numbers of Cadets during both the Acclimation Period and Residential Phase, a combination of both, or some other contributing factor.

    d. IMPLICATION: SCYCA's first and foremost goal should be to meet or exceed graduation target for every cycle, thus maximizing opportunities for disadvantaged youth. Continued failure to meet graduation target may be perceived as poor performance and could result in a decrease of the Program's graduation target, thus reducing the amount of opportunities offered to at-risk youth. The Program runs the risk of a decrease or withholding of federal funds by the USPFO until corrective actions result in compliance. NGYCP-CA Article II, Section 205a (3) states, "Termination of this Agreement resulting in Program closure may occur for the following reasons: Failure of the grantee to meet the requirements of this Agreement, and/or lack of performance." Most importantly, this type of failure decreases the opportunities to turn around the life of a struggling South Carolina teenage dropout and prevents the Program from maximizing its unique status as a second chance institution of learning. A Program that accepts noncompliance issues and unsatisfactory performance as unsolvable does nothing to move toward compliance. Failure to identify workable solutions to noncompliance issues will cause the Program to stagnate and accept mediocrity.

11. a. **FINDING:** South Carolina Youth Challe*NG*e Academy (SCYCA) does not conduct complete daily assessments on prospective Cadets during the Acclimation Period. (Acclimation Period, Item # 59d)

b. **DISCUSSION:** The National Guard Youth Challe*NG*e Program Operational Instruction (NGYC-OI), Section 1-15a(4) states, "Each prospective Cadet will be assessed daily by the team leader/assistant team leader. The assessment will determine: *(a)* Ability to handle stress and Program structure; *(b)* Propensity for gang activity and/or bullying activity, either as a victim or an inflictor; *(c)* Desire to succeed and complete the Program Residential Phase."

All files for NGB Class 51 (SC Class 41) were reviewed. The review showed that the Cadre staff were assessing each prospective Cadet in four of the five required areas. The daily assessments did not include the prospective Cadet's propensity for bullying activity, either as a victim or as inflictor. SCYCA was found to be compliant with this standard during the December 2016 inspection. However, due to a large turnover of Cadre, lack of "pass down procedures," and a change in leadership, the Program reverted to a previously used assessment form that was missing the bullying requirement.

c. **RECOMMENDATION:** The Commandant should immediately amend the daily assessment form to include the requirement that prospective Cadets be assessed on their propensity for bullying, either as a victim or as an inflictor. Then, the assessment form must be used along with the other four required standards to assess each prospective Cadet's performance during the Acclimation Period to determine whether he/she will continue as a Cadet into the Residential Phase of the Program.

d. **IMPLICATION:** The safety and welfare of all prospective Cadets as they enter into the Acclimation Period is paramount. In most cases, this will be the first time that the prospective Cadet has been away from home for an extended period of time, and the first time living in a structured, disciplined quasi-military environment. They have an expectation of being cared for and feeling safe. A prospective Cadet who shows a propensity for bullying others and is allowed to remain in the Program will most certainly detract from this feeling of safety and may result in a Cadet's premature departure from the Program. This may lead to an increase in SCYCA's attrition rate and, ultimately, to not achieving graduation target. Not assessing each prospective Cadet in all five required areas is in direct violation of the NGYC-OI and may, in accordance with Section 204 paragraph a(1), result in a temporary withholding of cash payments pending correction of the deficiency or more severe enforcement action by NGB-J1-Y.

12. a. **FINDING:** South Carolina Youth Challe*NG*e Academy's (SCYCA) curriculum is not fully developed and approved. (Residential Phase, Item #'s 70a and 70b)

b. DISCUSSION: Challe*NG*e Publication 3-1 (CP 3-1) Chapter II, paragraph 4.B states, "Program Directors are responsible for developing and approving curriculum for each of the seven nonacademic core components: Leadership/Followership, Responsible Citizenship, Service to the Community, Life-Coping Skills, Physical Fitness, Health and Hygiene, and Job Skills. When developing core component curriculum, candidate programs must identify the condition under which the task is performed and the standards for evaluating cadet performance for each task. The individual tasks associated with each core component are standardized by NGB; however, programs customize their own curriculum and determine the necessary activities to accomplish each task. Considerations for creating curriculum should include planning for core component activities such as transportation to and from service to the community projects, equipment for physical fitness activities, and computers for job searches."

SCYCA did not have an organized curriculum in place for each of the seven non-academic Core Components. The curriculum for each Core Component was not compiled in one notebook but instead was spread throughout different notebooks. None of the notebooks contained the tasks, conditions, and standards, and none had been reviewed and approved by the Program Director. SCYCA was found to be compliant with this standard during the December 2016 inspection. However, due to a large turnover of staff, lack of "pass down procedures," and a change in leadership, the Program's previously approved curricula could not be located.

c. RECOMMENDATION: Since the individual tasks associated with each Core Component have been standardized by NGB, SCYCA must use those tasks to develop and customize their curricula to meet the unique needs of its Cadets. Each of the developed curricula should be contained in easy to use curriculum notebooks. The opening page of the notebook should be a letter or memorandum signed by the Program Director approving the curriculum. Next should be the tasks, conditions, and standards for each of the Core Components. These are found in Core Component Performance Measurement Guide in the back of the National Guard Youth Challe*NG*e Operational Instruction.

d. IMPLICATION: Without fully developed curricula for each of the seven non-academic Core Components, SCYCA may be limiting the potential for academic growth by the Cadets. If a curriculum is haphazardly developed without thought for how to best meet the needs of the Cadets, there is the possible result of the Cadets not meeting the standards and thus failing to show mastery of the Core Component. This would require a waiver of the Core Component by the Program Director. If more than two Core Components are not met and NGB-J1-Y does not grant a waiver request from the Program Director, the Cadet would receive a Certificate of Attendance in lieu of a Certificate of Completion, be terminated and not counted in the graduation number, and would not be required to complete the Post-Residential Phase. The Cadet is thus missing the opportunity to continue the positive change that SCYCA offers its graduates through the mentorship program during the Post-Residential Phase.

13. a. <mark>**FINDING: (Systemic)** South Carolina Youth Challe*NG*e Academy (SCYCA) does not meet all Post-Residential requirements. (Post-Residential Phase, Item #'s 78a-78c, 84, and 89c)</mark>

b. **DISCUSSION:** The Recruiting, Placement and Mentoring (RPM) Operations Manual Standard 1 Page 6 directs the Program to, "Implement an effective system for helping candidates to follow Youth Initiated Mentoring practices to recruit prospective mentors so that every cadet is matched at the end of Week 13 of the Residential Phase. At the conclusion of Week 2 of the Residential Phase, 80% of the required mentors have a mentor application on file. By the end of Week 6 of the Residential Phase, 95% of the required prospective mentors have a mentor application on file. Prospective mentors are applicants who meet the qualification requirements detailed in Standard 2 and for whom a completed written application has been received by program staff to begin the screening process." RPM Operations Manual Standard 5 Page 16 states, "In addition, mentors and cadets are matched in a formal event that, when geographically feasible, includes a joint meeting with the Program Staff, mentor and cadet, and the signing of a written mentoring agreement." National Guard Youth Challe*NG*e Operational Instruction section 1-6 paragraph *f.* states, "At the Adjutant General's discretion a Cadet graduation stipend of up to $2,200 may be paid during the Post-Residential Phase. A graduation stipend may be used to facilitate Cadet success and ensure reporting accountability in the Post-Residential Phase, and to increase the number of prospective Cadets and successful Program graduates. Cadets must have successfully graduated from the Residential Phase of the Program and be in a positive placement position in the Post-Residential Phase to quality for graduation stipend payments."

During the December 2016 inspection and again during this inspection, SCYCA did not meet the Week 2 and Week 6 mentor recruitment percentages and deadlines, making these issues systemic. At the end of Week 2, the Program had only recruited 29% (39 out of 125) of the required 80% of the mentors. At the end of Week 6, the Program had recruited only 40% (45 out of 112) of the required 95% of the mentors. In the Corrective Action Plan (CAP) dated 25 April 2017, the Director stated the following: "A new RPM Coordinator/Supervisor has been hired since the date of inspection. In-house workshops with the RPM staff were conducted to review all Post-Residential requirements. We've reached out to the NG-J1-AY Program office for guidance on issues that were unclear. We have also reached to other YCA programs seeking Ideas and "Best Practices" to improve our numbers in all areas in both the Residential and Post-Residential Phases." The Mentor Coordinator stated some Cadets are accepted into the Program without a mentor, and, even with a limited pool of mentors, are not able to recruit mentors to meet the required percentages and deadlines. The Program has attempted to expand its pool of mentors by establishing relationships with outsides agencies such as church groups, but currently the pool is inadequate to meet the needs of the Cadets. The Program also did not meet the end of Week 13 mentor recruitment percentage and deadline. The Program had recruited only 88% (96/109) of the required 100% of the mentors. Again, the Program's mentor pool is insufficient to meet the

needs of the Cadets. The Mentor Coordinator stated that before turning to the mentor pool, he ensures that the Cadet along with his/her parent/guardian has made an exhausted effort to obtain a Mentor from their community. Even with the efforts of Cadets and their families along with attempts by the staff to recruit mentors for each Cadet, NGB Class 51 (SC Class 41) had 10 Cadets who graduated without a mentor. In addition, the Director and the Mentor Coordinator were both new to their positions and had not seen the strategies from the April 2017 CAP.

During the Post-Residential Phase, SCYCA provides a graduation stipend of $50 per month to graduates. A review of the files revealed that the Program was paying the graduation stipend to unqualified/ineligible graduates. This area of noncompliance was also identified in the December 2016 inspection, making this finding systemic. The Director stated in the CAP dated 25 April 2017, "A new RPM Coordinator/Supervisor has been hired since the date of inspection. In-house workshops with the RPM staff were conducted to review all Post-Residential requirements. We've reached out to the NG-J1-AY Program office for guidance on issues that were unclear. We have also reached to other YCA programs seeking Ideas and "Best Practices" to improve our numbers in all areas in both the Residential and Post-Residential Phases." The Operations Inspectors reviewed 31 files from NGB Class 47 and 8 files from NGB Class 48 that identified graduates who were placed at Month 6, and 20 files from NGB Class 47 and 6 files from NGB Class 48 that identified graduates who were placed at Month 12. During the review, many of the source documents the Program was using to verify placement did not contain sufficient details of the placement activity to justify the payment of the graduation stipend, or there was no source document in the file at all. A large turnover in the RPM staff, misunderstanding of the standards, and lack of the use of Memoranda for Record in lieu of source documents to validate placements all contributed to the finding of non-compliance.

   c. RECOMMENDATION: Increasing the number of prospective mentors identified by the prospective Cadet during the application phase is critical to achieving success in meeting the mentor recruitment deadlines. Therefore, it is recommended that the RPM staff place increased emphasis on prospective Cadets utilizing the "friendly match" as soon as the application process begins. Once the RPM staff receives an application, a critical review process should begin. If a prospective mentor is not noted in the application, the staff should immediately contact the applicant to determine the reason. If an applicant arrives at orientation and still is without a mentor, again the staff should determine from the applicant the reason why he/she has not been able to acquire a mentor and assist as required. As an alternative to the "friendly match," SCYCA must continue to develop a mentor pool for those Cadets who are unable to provide a prospective mentor. To assist in this process, SCYCA should invite mentors who have completed their formal mentoring relationship at the end of the 12-month Post-Residential Phase to participate in the mentor pool and to make themselves available to assist a Cadet in need of a mentor. In addition, the SCYCA should continue to expand the relationship with outside agencies to increase its mentor pool. Finally, the RPM staff should make every effort throughout the Residential Phase to recruit, screen, train, and match mentors so that all Cadets have a mentor going into the Post-Residential Phase.

To ensure the placement activity is valid so that a graduation stipend can be paid, the SCYCA case managers must document the information using a detailed Memorandum for Record (MFR). The MFR must describe a placement activity in one of the four allowed categories: employment (a minimum of 25 hours full-time or multiple part-time jobs that equate to 25 hours), education, military, or miscellaneous (caregiver, disabled/hospitalized/ volunteer, or incarcerated). In addition, the MFR must describe who was contacted to validate placement (mentor or parent contact, employment supervisor, school official, military paperwork/recruiter), and be signed and dated by a case manager. SCYCA case managers must enter all contacts and placements in the data management system with dates, times, persons contacted, etc. and maintain a copy of the MFR in each Graduate's file.

   d. IMPLICATION: The 14-month mentoring relationship is vital to the success of the Cadet and is designed to help the Cadets stay the course in becoming a productive citizen. Cadets will build personal bridges back to the communities from which they came with the aid of their mentors. The mentors provide the support needed for the Cadets to practice the positive life skills they learned during the Residential Phase of the Youth Challe*NG*e Program. Regardless of the reason, if a Cadet gets to the Week 13 match without a screened and trained mentor, he/she will already be behind in establishing and building a bond that will grow through the remainder of the Residential Phase and into the 12-month Post-Residential Phase. In addition, paying graduates who don't qualify a stipend may result in an Anti-Deficiency Act violation and investigation IAW National Guard Pamphlet Army Regulation 37-1, paragraph 3-4 as a result of misuse of federal funds. The USPFO may require the State to reimburse the Federal government 75% of any stipend paid without the proper documentation of a positive placement.

National Guard Youth ChalleNGe Inspection		
Program/State:	**South Carolina Youth ChalleNGe Academy/ SC**	
Date:	**11-13 December 2018**	
Functional Area:	**Operations**	
Compliance Rate:	**88.30%**	
Analyst's Information:	**Kevin Seery/ Fred Pendleton** **kseery@alutiiq.com, fpendleton@alutiiq.com** **833-294-3571 / Option 5 & 6**	

TASK: Maintain Operation Readiness

CONDITION: Given an assignment to the National Guard Youth Challenge Program and applicable references

STANDARD: STANDARD: Using guidance provided in DoDI 1025.8 (Mar02), ChalleNGe Publication 1 (Dec09), ChalleNGe Publication 3-1 (Sep10), National Guard Youth ChalleNGe Program Cooperative Agreement (NGYCP-CA) (Sep15), National Guard Youth ChalleNGe Operational Instruction (NGYC-OI) (Oct15), Recruiting, Placement and Mentoring Operations Manual (26Mar14), NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015, NGYCP-CA, Section 201, paragraph d(3), Chief National Guard Bureau Instruction 9350.01 (Nov15), National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016, NGB-J1-Y Official Drug Testing Policy for Youth ChalleNGe cadets dated 1 March 2018, and National Guard Youth ChalleNGe Program Physical Fitness Standard Policy dated 1 April 2018.

Terminal Task	Item	Enabling Task
	Participants	
GO	**1. Do the participants of the Program meet the required eligibility standards?** *Ref: DoDI 1025.8, paragraph 4.10.; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3); and, Recruiting, Placement and Mentoring Operations Manual. Inspected Item: Questions 1a–1f below.* Reviewed 28 Cadet applications from NGB Class 51 (SC Class 41), which had 144 candidates on Day 1.	
	1a. Are participants sixteen to eighteen years of age at time of entry into the Program? *Note: Applicants will not exceed 18 years of age on the 1st day of the Residential Phase. Ref: DoDI 1025.8, paragraph 4.10.1; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(a); Recruiting, Placement and Mentoring Operations Manual, page 5. Inspected Item: Copy of birth certificate in completed Cadet applications.* The birth certificate was used to validate age.	GO
	1b. Are participants high school dropouts (i.e., no longer attending school and not having been awarded a secondary school diploma or equivalent certificate)? *Ref: DoDI 1025.8, paragraph 4.10.1; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(b); Recruiting, Placement and Mentoring Operations Manual, page 5. Inspected Item: School release form or signed statement certifying accuracy of information contained in the completed Cadet applications.* Dropout status was determined from the school withdrawal form.	GO

	1c. Are participants citizens or legal residents of the United States?	
	Ref: DoDI 1025.8, paragraph 4.10.3; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(c); Recruiting, Placement and Mentoring Operations Manual, page 5.	
	Inspected Item: Copy of birth certificate in completed Cadet applications. Other forms authorized to prove citizenship include:	
	Certificate of Citizenship (N560 or N561)	
	Certificate of Naturalization (N550, N570 or N578)	
	U.S. Citizen Identification Card (I-197, I-179)	
	U.S. Certificate of Birth Abroad (DS-1350 or FS-545)	
	Report of Birth Abroad of a Citizen of the U.S. (FS-240)	GO
	Other forms authorized to prove legal residency include:	
	Permanent Resident Alien Card (I-551)	
	Foreign passport stamped by the U.S. Government indicating that the holder has been "Processed for I-551"	
	Permanent resident Re-entry Permit (I-327)	
	Arrival Departure Form I-94 with "Temporary I-551" stamp and holder's photograph affixed	
	Travel Document issued to Permanent Residents (I-327)	
	Travel Document issued to Refugees (I-571)	
	The birth certificate was used to validate citizenship.	
	1d. Are participants unemployed or underemployed?	
	Ref: DoDI 1025.8, paragraph 4.10.4; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(d); Recruiting, Placement and Mentoring Operations Manual, page 5.	GO
	Inspected Item: Review employment questions and signed statement certifying accuracy of information contained in the completed Cadet applications.	
	Unemployment/underemployment status was determined from the Cadet application.	
	1e. Are participants of the Program not currently on parole or probation for other than juvenile status offenses, not awaiting sentencing, not under indictment, charges, or convicted of a crime that is considered a felony if charged as an adult?	
	Ref: DoDI 1025.8, paragraph 4.10.5; and NGYCP-CA, Section 201, paragraph e(3)(e).	
	Inspected Item: Review criminal background questions and signed statement certifying accuracy of information contained in the completed Cadet applications and any other official criminal background checks.	GO
	Legal status of participants (i.e. parole, probation, felonies) was determined from the Cadet application.	

	1f. Are all participants of the Program free from use of illegal drugs or substances? *Ref: DoDI 1025.8, paragraph 4.10.6; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(f); Recruiting, Placement and Mentoring Operations Manual, page 5.* *Inspected Item: Review illegal drugs or substance questions and signed statement certifying accuracy of information contained in the completed Cadet applications.* Illegal drugs or substances usage was verified using the medical history and Cadet application.	GO
NO GO	**2. Are all participants capable of participating in the Program?** *Ref: DoDI 1025.8, paragraph 4.10.7 and paragraph 6.3.1.2; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(f).* *Inspected Item: Questions 2a-2c below.*	
	2a. Have all participant's been determined to be physically capable to complete the Program? *Note: Pregnancy testing shall not be used as part of the screening and selection process for Program participation. Cadets must be physically cleared by medical personnel prior to participating in physical training.* *Ref: NGYC-OI, Section 1-4, paragraph a(4), DoDI 1025.8, paragraph 6.3.1.2, and National Guard Youth ChalleNGe Program Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Review completed Cadet applications for copy of physical exam.* Two of the 28 Cadet physicals reviewed from NGB Class 51 (SC Class 41) were incomplete.	NO GO
	2b. Have all participant's been determined to be mentally capable to complete the Program? *Ref: NGYC-OI, Section 1-4, paragraph a(4); and DoDI 1025.8, paragraph 6.3.1.2.* *Inspected Item: Review completed Cadet applications for copy of physical exam.*	GO
	2c. Has the Program made reasonable accommodations for participants with physical or other disabilities? *Ref: DoDI 1025.8, paragraph 4.10.7; CP 3-1, Chapter II, paragraph 6A; and NGYCP-CA, Section 201, paragraph e(3)(g).* *Inspected Item: Interview medical Staff or Director and review Medical or Selection Procedures SOP.*	GO
GO	**3. Has the Program communicated to all participants (Cadets) that while receiving training under the ChalleNGe Program that they are neither federal employees nor members of the National Guard except under certain provisions of the law?** *Ref: DoDI 1025.8, paragraph 6.4 and NGYCP-CA, Section 201, paragraph e(4).* *Inspected Item: Questions 3a–3f below.*	
	3a. Has the Program communicated to all participants (Cadets) that they shall be considered federal employees for the purposes of compensation for work injuries? *Ref: DoDI 1025.8, paragraph 6.4.1.1 and NGYCP-CA, Section 201, paragraph e(4)(b).* *Inspected Item: Review Program notification process.*	GO

	3b. Are Cadets processed through the Federal Employees Compensation Act (FECA) when injuries are sustained as a result of participation in the Program? *Ref: NGYC-OI, Section 1-4, paragraph a(5)(a).* *Inspected Item: Review Program notification process.*	GO
	3c. Has the Program communicated to all participants (Cadets) that they shall be considered federal employees relating to the liability of the United States for tortious conduct of employees of the United States? *Ref: DoDI 1025.8, paragraph 6.4.1.2 and NGYCP-CA, Section 201, paragraph e(4)(b).* *Inspected Item: Review Program notification process.*	GO
	3d. Has the Program communicated to all participants (Cadets) that they shall not be considered to be in the performance of duty while not at the assigned location of training or other activity authorized in accordance with the Program agreement except when the participant is traveling to or from the location or is on pass from that training or other activity? *Ref: DoDI 1025.8, paragraph 6.4.2.1 and NGYCP-CA, Section 201, paragraph e(4)(c).* *Inspected Item: Review Program notification process.*	GO
	3e. Has the Program communicated to all participants (Cadets) that in computing compensation benefits for disability or death, the monthly pay of a participant (Cadet) shall be deemed that received under the entrance salary for a grade GS-2 Federal employee? *Ref: DoDI 1025.8, paragraph 6.4.2.2 and NGYCP-CA, Section 201, paragraph e(4)(d).* *Inspected Item: Review Program notification process.*	GO
	3f. Has the Program communicated to all participants (Cadets) that the entitlement of a person to receive compensation for a disability shall begin on the day following the date that the person's participation in the Program is terminated? *Ref: DoDI 1025.8, paragraph 6.4.2.3 and NGYCP-CA, Section 201, paragraph e(4)(e).* *Inspected Item: Review Program notification process.*	GO
	Organization	
GO	**4. Is the ratio for Cadre team leaders to Cadets 1:25?** *Ref: NGYC-OI, Section 1-9, paragraph c(4).* *Evaluated Item: Questions 4a-4b below.*	
	4a. Using graduation target, is the ratio for Cadre team leaders to Cadets 1:25? *NOTE: Calculation - 5.5 x graduation target / 25, round-up* *Ref: NGYC-OI, Section 1-9, paragraph c(4).* *Evaluated Item: Review the previous class roster of the number enrolled Cadets against the number of assigned Cadre.* Program currently has 30 full-time Cadre Team Leaders assigned. For a program with a graduation target of 100, the requirement is 22 Team Leaders.	GO

	4b. Using class size at Week 3 Day 1, is the ratio for Cadre team leaders to Cadets 1:25? *NOTE: Calculation - 5.5 x class size / 25, round-up* *Ref: NGYC-OI, Section 1-9, paragraph c(4).* *Evaluated Item: Review the previous class roster of the number enrolled Cadets against the number of assigned Cadre.* Not a requirement; the program currently has 30 full-time Cadre Team Leaders assigned. At week 3 Day 1 there were 127 cadets on the ground. The requirement is for 28 Team leaders.	N/A
GO	**5. Are all Program personnel civilian employees of the State or employed under contract with the state?** *Ref: DoDI 1025.8, paragraph 6.3.2.1 and NGYCP-CA, Section 201, paragraph f(1).* *Inspected Item: Personnel Records.*	
GO	**6. Does the Program Staff have comparable professional qualifications as state employees or contract personnel in similar positions?** *Ref: DoDI 1025.8, paragraph 6.3.2.2 and NGYCP-CA, Section 201, paragraph f(3).* *Inspected Item: Personnel Records.*	
GO	**7. Is staffing in full time direct support of the ChalleNGe Program mission and requirements?** *Ref: NGYC-OI, Section 1-9, paragraph b.* *Inspected Item: Review staffing model/organizational chart.*	
GO	**8. Are personnel functioning as support staff in any way slotted against a Cadre Staffing position?** *(Note: Answer should be "NO").* *Ref: NGYC-OI, Section 1-9, paragraph d.* *Inspected Item: Review Personnel files and staffing model.*	
NO GO	**9. Are temporary hires employed for less than six months?** *Ref: NGYC-OI, Section 1-9, paragraph c.* *Inspected Item: Review personnel files.* Program did not change one employee's status from part time temporary to part time, resulting in the employee exceeding the maximum 6 month temporary employment timeframe.	
N/A	**10. Are temporary hires filling deployed military member positions employed for only the period of deployment including the military member's leave upon return from deployment?** *Ref: NGYC-OI, Section 1-9, paragraph c.* *Inspected Item: Review personnel files.* Program does not utilize temporary hires.	
N/A	**11. Are direct hire, contract, or temporary hire personnel only used during the Acclimation Period to fill any Cadre Staff positions without slotting them against the Staffing Model in the Operations/Cadre Staff section?** *Ref: NGYC-OI, Section 1-9, paragraph d.* *Inspected Item: Review Personnel files and Staffing model.* Program does not employ direct hire, contract, or temporary hire personnel to fill the positions of deployed military members.	

GO	**12. Are personnel filling positions performing the stated job function?** *Ref: NGYC-OI, Section 1-9, paragraph c.* *Inspected Item: Interview Staff and compare to Staffing model.*	
NO GO	**13. Has the Program Director verified that all State Youth ChalleNGe Program employees undergo a background check IAW NGB PARC Guard Knowledge Online?** *Note: <https://gkoportal.ng.mil/ngb/STAFF/D01/D01/S02/SitePages/Home.aspx>* *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.k.* *Inspected Item: Review the background check results State Youth ChalleNGe Program employees.* Twenty-one of 71 employees HR files were reviewed. The results of the employee background checks and sex offender checks were inconsistent.	
GO	**14. Has the Program reviewed Staff information on a monthly basis as required?** *Ref: NGYC-OI, Section 1-9, paragraph f.* *Inspected Item: Questions 14a–14d below.*	
	14a. Has the Program reviewed Staff hires? *Ref: NGYC-OI, Section 1-9, paragraph f.* *Inspected Item: Contract or HR document reflecting the four most recent hires.*	GO
	14b. Has the Program reviewed Staff terminations? *Ref: NGYC-OI, Section 1-9, paragraph f.* *Inspected Item: Contract or HR document reflecting the four most recent terminations.*	GO
	14c. Has the Program reviewed position changes? *Ref: NGYC-OI, Section 1-9, paragraph f.* *Inspected Item: Contract or HR document reflecting the four most recent position changes.*	GO
	14d. Has the Program reviewed any other pertinent information as it relates to Staff structure, for example, temporary personnel or Cadet Peer Mentors? *Ref: NGYC-OI, Section 1-9, paragraph f.* *Inspected Item: Contract or HR document.*	GO
GO	**15. After the monthly review, is the Staff information updated in a data management system?** *Ref: NGYC-OI, Section 1-9, paragraph f.* *Inspected Item: Data management system.*	
GO	**16. Has the Program met State and Federal training requirements?** *Ref: CP 3-1, Chapter II, paragraph 8B and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Questions 16a-16c below.*	
	16a. Did the Program Director appoint a Program Training Coordinator? *NOTE: The Training Coordinator should be an additional duty position and should, but is not required to be, one of the certified Program Trainers.* *Ref: CP 3-1, Chapter II, paragraph 8B and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Check Staff assignments and duties or assignment memorandum.*	GO

	16b. Did the Program Training Coordinator create and maintain a training record for each staff member that includes copies of all completed training certificates and/or documentation of training attended? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Program training records.*	GO
	16c. Is the required and completed training entered into the national data management system? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Data management system.*	GO
GO	**17. Does the Program have a minimum of two (2) Program Trainers certified to teach the Basic and Cadre courses?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Review Program Trainer's training file.*	
GO	**18. Has the Program Director met the National (Federal) Training requirements?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Questions 18a-18b below.*	
	18a. Did the Program Director attend the "New Directors Workshop" within the first year of assuming the Program Director position? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Review Program Director's training file.*	GO
	18b. Did the Program Director attend the annual ChalleNGe Workshop? *NOTE: Director or Deputy Director may attend.* *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Review Program Director's training file.*	GO
GO	**19. Have all ChalleNGe Staff attended the National (Federal) Training course(s) within the first six (6) months of hire, assuming a new position, or being assigned an additional duty?** *NOTE: For all federal training programs released in the coming months (i.e. functional courses) programs will have three (3) months from release before being held accountable for policy timelines for inspection purposes.* *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Questions 19a-19f below.*	
	19a. Have all Staff members whose place of employment is the Youth ChalleNGe Program completed the Basic Course? *NOTE: Staff members are required to attend the Basic Course regardless of the entity funding the position(s). Program Directors must not allow unaccompanied supervisory contact between a Staff member and Candidates/Cadets until the Staff member attends the Basic Course.* *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Cadre staff.*	GO
	19b. Have Staff members assigned as Cadre completed the Cadre Course? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Cadre staff.*	GO

	19c. Have Staff members assigned as Counselors completed the Counselors Course? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Counseling staff.*	GO
	19d. Have Staff members assigned as Educators completed the Educators Course? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Education staff.*	GO
	19e. Have Staff members assigned as Recruiters completed the Recruiters Course? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Recruiting staff.*	GO
	19f. Have Staff members assigned as Post-Residential Staff completed the Post-Residential Course? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Post-Residential Staff.*	GO
GO	**20. Have Staff members that are in supervisory positions completed a State or Program developed Supervisor Course within six (6) months of assuming the supervisory position?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training records of Supervisory staff.*	
GO	**21. Have Staff members completed the initial in-house Staff training in the required timeframes?** *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Questions 21a-21g below.*	
	21a. Have Staff members completed the initial Sexual Assault/Harassment Mitigation (Inappropriate Relations) briefing prior to starting work at a NGYCP? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	21b. Have Staff members completed Conflict Resolution Training or Non-Violent Crisis Intervention Training within the first month of hire? *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	21c. Have Staff members completed Mandated Reporter Training within the first month of hire? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	21d. Have Staff members completed the official State Sexual Assault and Prevention Response/Harassment Training within the first three (3) months of hire? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO

	21e. Have Staff members completed Ethics Training within the first three (3) months of hire? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	21f. Have Staff members completed CPR/First Aid Training within the first six (6) months of hire? *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training certificate from issuing entity.* Two staff members did not complete CPR/First Aid Training within the first six months of hire.	NO GO
	21g. Have Staff members completed Gang Awareness Training within the first six (6) months of hire? *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
GO	**22. Have Staff members completed the annual in-house Staff training in the required timeframe?** *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Questions 22a-22f below.*	
	22a. Have Staff members completed Conflict Resolution Training or Non-Violent Crisis Intervention Training annually? *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	22b. Have Staff members completed Mandated Reporter Training annually? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	22c. Have Staff members completed the official State Sexual Assault and Prevention Response/Harassment Training annually? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	22d. Have Staff members completed Ethics Training annually? *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO
	22e. Have Staff members completed CPR/First Aid Training and/or maintained currency as required by the issuing organization? *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Training certificate from issuing entity.*	GO
	22f. Have Staff members completed Gang Awareness Training annually? *Ref: CP 3-1, Chapter II, paragraph 8.D. and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Staff Training Roster.*	GO

GO	**23. Have volunteers and mentors completed Mandated Reporter Training within the first month of service with the NGYCP?** *NOTE: The training syllabus should include the following required incidents related to children: Any abuse-sexual, physical, or emotional; Any unsafe situation; Suicide threats; and, Plans to commit a crime.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Mandated Reporters, Page 26 and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: A class sign-in roster that shows the class title and date of training, provided the Course Instructor signs and validates it, or training certificates.*	
	Administrative Requirements	
NO GO	**24. Did the Program adequately respond to the Report of Inspection?** *Ref: NGYC-OI, Section 1-2, paragraph b(5) and Section 1-3 and Report Of Inspection Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Questions 24a - 24d below.*	
	24a. Was a Corrective Action Plan developed? *Ref: NGYC-OI, Section 1-2, paragraph b(5) and Section 1-3 and Report Of Inspection Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Review completed Corrective Action Plan.*	GO
	24b. Was the Corrective Action Plan submitted on time? *Note: 30 days from receipt of ROI Memorandum from Chief, NGB-J1-Y for significant findings or 60 days from receipt of ROI Memorandum from Chief, NGB-J1-Y for ROE's without significant findings.* *Ref: NGYC-OI, Section 1-2, paragraph b(5) and Section 1-3, and Report Of Inspection Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Review transmittal email or mail receipt.* SCYCA was directed to submit their CAP on 3 April 2017 but did not submit it until 26 April 2017, missing the deadline by over three weeks.	NO GO
	24c. Did the Corrective Action Plan address each area of non-compliance from the Report of Inspection with specific strategies, updated policies, detailed procedures, etc? *Ref: NGYC-OI, Section 1-2, paragraph b(5) and Section 1-3, and Report Of Inspection Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Review completed Corrective Action Plan.*	GO
	24d. Did each strategy from the Corrective Action Plan resolve the issue of non-compliance? *Ref: NGYC-OI, Section 1-2, paragraph b(5) and Section 1-3, and Report Of Inspection Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Compare NO-GOs from previous assessment.* Corrective actions implemented to resolve the Mentor recruiting by the end of Week 13 did not result in compliance.	NO GO
NO GO	**25. Did the Program fulfill the requirements of the biennial Director's Self-Assessment?** *Ref: NGYCP-CA, Section 201, paragraph d(3) and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Questions 25a - 25d below.*	

	25a. Did the Program complete all components of the Director's Self-Assessment? *Ref: NGYCP-CA, Section 201, paragraph d(3) and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Review copy of Self-Assessment.*	GO
	25b. Was the Program Director's Self-Assessment submitted within the required timeframe included in the Memo from Chief, NGB-J1-Y? *Ref: Memo from Chief, NGB-J1-Y* *Inspected Item: Review transmittal email or mail receipt.*	GO
	25c. Did the Director's Self-Assessment identify all areas of non-compliance? *Ref: Memo from Chief, NGB-J1-Y* *Inspected Item: Review copy of Self-Assessment.*	GO
	25d. Have all areas identified as non-compliant in the Director's Self-Assessment been brought into compliance? *Ref: Memo from Chief, NGB-J1-Y* *Inspected Item: Review copy of Self-Assessment.* Strategies to recruit Mentors by the end of Week 13 and to develop and approve a curriculum for the 8 Core Components not were unsuccessful.	NO GO
GO	**26. Did the ChalleNGe Program develop a Goal-Focused State Plan that includes long-term goals and annual performance goals against which the Program will be measured?** *Ref: NGYCP-CA, Section 201, paragraph d(1) and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for quality content and to ensure compliance.*	
GO	**27. Does the ChalleNGe Program's State Plan include all required elements?** *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Questions 27a–27o below.*	
	27a. Does the State Plan contain details relating to application procedures which conform to applicable NGYCP policies? *Ref: DoDI 1025.8, paragraph 6.3.1.1 and 6.3.1.2.* *Inspected Item: Review State Plan to ensure application procedures conform to NGYCP policies.*	GO
	27b. Does the State Plan contain details relating to selection procedures which conform to applicable NGYCP policies? *Ref: DoDI 1025.8, paragraph 6.2, CP 3-1, Chapter I, paragraph 5, and CP3-1, Chapter II, paragraph 14.A.1.* *Inspected Item: Review State Plan to ensure selection procedures conform to NGYCP policies.*	GO
	27c. Does the State Plan contain details relating to numbers of students trained? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of number of students trained.*	GO
	27d. Does the State Plan contain details relating to Staffing? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to Staffing.*	GO
	27e. Does the State Plan contain details relating to Staff training? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to Staff training.*	GO

	27f. Does the State Plan contain details relating to curriculum? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to curriculum.*	GO
	27g. Does the State Plan contain details relating to facilities? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to facilities.*	GO
	27h. Does the State Plan contain details relating to State public services to be provided? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to State public services to be provided.*	GO
	27i. Does the State Plan contain details relating to private services to be provided? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating private services to be provided.*	GO
	27j. Does the State Plan contain details relating to the Post-Residential Program? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to the Post-Residential Program.*	GO
	27k. Does the State Plan contain details relating to establishment of non-profit organization? *Ref: DoDI 1025.8, paragraph 6.2.* *Inspected Item: Review State Plan for inclusion of details relating to the establishment of a non-profit organization.*	GO
	27l. Does the State Plan contain details relating to a detailed budget? *Ref: DoDI 1025.8, paragraph 6.2 and CP 3-1, Chapter I, paragraph 5.* *Inspected Item: Review State Plan for inclusion of details relating to a detailed budget.* Initial: The State Plan did not include a detailed budget. Final: The State Plan was updated to include the detailed budget.	GO
	27m. Does the State Plan include a master calendar which identifies the responsible department, event, and week each activity occurs? (Events include orientation, academic studies, core component activities, and mentor visits.) *Ref: CP 3-1, Chapter I, Paragraph 5.* *Inspected Item: Review State Plan for inclusion of a master calendar.* Initial: The State Plan did not include the Master Calendar. Final: The State Plan was updated to include the Master Calendar.	GO
	27n. If offsite Cadet activities are allowed to count toward the 147 minimum class session days, are the details contained in the State Plan? *Ref: NGYC-OI, Section 1-14, paragraph a.* *Inspected Item: Review State Plan for inclusion of details relating to offsite Cadet activities.*	GO

	27o. Is the Hands-Off Leadership SOP included in the State Plan? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review Hands-Off Leadership SOP within State Plan.* Initial: The State Plan did not include the Hands-Off Leadership SOP. Final: The State Plan was updated to include the Hands-Off Leadership SOP.	GO
GO	**28. Has the State Plan been updated annually?** *Ref: NGYCP-CA, Section 201, paragraph d(1).* *Inspected Item: Review three most recent State Plans.*	
GO	**29. Did the ChalleNGe Program develop SOPs for all keys areas of the Program?** *Ref: CP 3-1 Chapter I, paragraph 5 and NGYCP-CA, Section 201, paragraph d(3).* *Inspected Item: Questions 29a–29i below.*	
	29a. Is the requirement that Program Directors perform a biennial self-evaluation included in a Program SOP? *Ref: NGYCP-CA, Section 201, paragraph d(3).* *Inspected Item: Review Program SOPs.* Initial: The requirement for the Director to perform a self-assessment on the years not inspected by NGB was not included in an SOP. Final: The requirement was added to the Program SOP.	GO
	29b. Does the Program have a current SOP regarding Data Validation (recommended)? *Ref: CP 3-1, Chapter II, paragraph 5.* *Inspected Item: Review Data Validation SOP.*	GO
	29c. Does the Program have a current SOP regarding Logistics (recommended)? *Ref: CP 3-1, Chapter II, paragraph 5.* *Inspected Item: Review Logistics SOP.*	GO
	29d. Does the Program have a current SOP regarding Medical (recommended)? *Ref: CP 3-1, Chapter II, paragraph 5.* *Inspected Item: Review Medical SOP.*	GO
	29e. Does the Program have a current SOP regarding Operations (recommended)? *Ref: CP 3-1, Chapter II, paragraph 5.* *Inspected Item: Review Operations SOP.*	GO
	29f. Does the Program have a current SOP regarding Acclimation (recommended)? *Ref: CP 3-1, Chapter II, paragraph 5.* *Inspected Item: Review Acclimation SOP.*	GO
	29g. Does the Program have a current SOP regarding Case Management (recommended)? *Ref: CP 3-1, Chapter II, paragraph 5.* *Inspected Item: Review Case Management SOP.*	GO

	29h. Does the Program have a current SOP regarding confidentiality of records and information, based on the guidelines listed in Standard 9 of the Recruiting, Placement and Mentoring Operations Manual? *Note: The SOP must contain information about how and under what conditions information will be released, and who is authorized to have access to the files.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Review Confidential Information SOP.*	GO
	29i. Does the program have a current Hands-Off Leadership SOP? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review Hands-Off Leadership SOP.*	GO
GO	**30. Has the Program Director reviewed and updated standard operating procedures biennially to align with current guidance?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.j.* *Inspected Item: Cover memo dated and signed by the Program Director validating the required SOP has been reviewed and updated.*	
GO	**31. Are Serious Incident Reports (SIR) properly utilized?** *Ref: NGYC-OI, Section 1-13 and Section 1-26, paragraph b. (CP-Serious Incident Report)* *Inspected Item: Questions 31a–31e below.*	
	31a. Are SIRs submitted via email to the Chief, NGB-J1-Y for any occurrence of a serious nature, including bodily harm requiring professional medical treatment, police intervention for any activities, or issues that would bring media attention (i.e., riot, etc.)? *Ref: NGYC-OI, Section 1-13 and Section 1-26 paragraph b.* *Inspected Item: Review most recent SIR.*	GO
	31b. Are Serious Incident Reports completed in the required format? *Ref: NGYC-OI, Section 1-13 and Section 1-26 paragraph b.* *Inspected Item: Review most recent SIR.*	GO
	31c. Did the Program Director provide the Program Office (NGB-J1-Y) continuous updates as the incident develops? *Ref: NGYC-OI, Section 1-13.* *Inspected Item: Review email and supporting documents.*	GO
	31d. Are deaths or critical injuries to Staff member or Cadets reported immediately to the Program Office (NGB-J1-Y) with a telephonic report? *Ref: NGYC-OI, Section 1-13 and Section 1-26 paragraph b.* *Inspected Item: Review SIRs and/or interview Staff.* The Program had no deaths or critical injuries.	N/A
	31e. Are telephonic reports to the Program Office (NGB-J1-Y) followed up with an email using the SIR form? *Ref: NGYC-OI, Section 1-13 and Section 1-26 paragraph b.* *Inspected Item: Review email and supporting documents.* The Program had no deaths or critical injuries.	N/A
GO	**32. Is the privacy of individuals (Mentors, Cadets, families of Cadets, Staff) protected?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Questions 32a–32g below.*	

	32a. Are only authorized personnel permitted access to the confidential materials? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Review SOP and interview administrative Staff.*	GO
	32b. Does release of confidential materials obtained from mentors, parents, and cadets occur only as needed to those who have a need to know or are otherwise entitled to such information based on applicable law, regulation, or policy? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Review SOP and interview administrative Staff.*	GO
	32c. Are records maintained according to the Program's SOPs, which should be in compliance with state and federal laws as well as regulatory guidance? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Review SOP and interview administrative Staff.*	GO
	32d. Have all staff been trained on the specifics of the Confidentiality SOP to include examples of breaches of confidentiality within the first three (3) months of hire and annually thereafter? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25 and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: A class sign-in roster that shows the class title and date of training, provided the Course Instructor signs and validates it, or training certificates.* Initial: One staff member has not completed Confidentiality SOP training. Final: Staff member completed Confidentiality SOP training.	GO
	32e. Have all mentors and volunteers been trained on the specifics of the Confidentiality SOP to include examples of breaches of confidentiality within the first three (3) months of hire, volunteering or agreeing to mentor a cadet, and annually thereafter? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25 and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: A class sign-in roster that shows the class title and date of training, provided the Course Instructor signs and validates it, or training certificates.*	GO
	32f. Has a written policy been developed and posted about how and the conditions under which information will be released? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Review SOP and/or policy letter.*	GO
	32g. Has a written policy been developed and posted about who is authorized to have access to the files? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 25.* *Inspected Item: Review confidentiality policy SOP and/or policy letter.*	GO

GO	**33. Are Cadet hard-copy records maintained for three years, or longer if required by State law, before being properly disposed?** *Ref: NGYC-OI, Section 1-2, paragraph a(4).* *Inspected Item: Review records for previous years.*	
NO GO	**34. Does the Program adhere to the NGYCP-CA Hands-Off Leadership Guidance?** *Ref: NGYC-OI, Section 1-12, NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Questions 34a-34b below.*	
	34a. Do the Staff members comply with the proper manner to adjust a Cadet's uniform or to touch a Cadet to teach a skill? *Ref: NGYC-OI, Section 1-12, paragraph c, NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Interview Staff members and Cadets.*	GO
	34b. Do the Staff members comply with the prohibition of using unprofessional language, including profanity, vulgarity, or off-color jokes when interacting with, correcting, or motivating Cadets? *Ref: NGYC-OI, Section 1-12, paragraph e, NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Interview Staff members and Cadets.* During the interviews, 3 of the 10 cadets indicated that several cadre use unprofessional language.	NO GO
GO	**35. Has the Program completed all required Hands-Off Leadership training?** *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015 and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Questions 35a-35b below.*	
	35a. Have staff members been trained on the Hands-Off Leadership program? *NOTE: Training is completed prior to being allowed unsupervised interaction with candidates/cadets AND receive refresher training prior to each new class cycle.* *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015 and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: A class sign-in roster that shows the class title and date of training, provided the Course Instructor signs and validates it, or training certificates.*	GO
	35b. Have volunteers been trained on the Hands-Off Leadership program? *NOTE: Training is completed prior to being allowed unsupervised interaction with candidates/cadets AND receive refresher training prior to each new class cycle.* *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015 and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: A class sign-in roster that shows the class title and date of training, provided the Course Instructor signs and validates it, or training certificates.*	GO

GO	**36. Does the Hands-Off Leadership training for staff include the following requirements?** *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Questions 36a-36e below.*	
	36a. Does the staff training include the requirement that staff members who observe or witness any violation must immediately report the violation to their leadership? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review training syllabus.*	GO
	36b. Does the staff training include the requirement that staff members who fail to report any violation to their leadership they are in violation of the policy? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review training syllabus.*	GO
	36c. Does staff training include the requirement that staff will not be subjected to disciplinary action or any other form of retaliation for reporting an alleged violation? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review training syllabus.*	GO
	36d. Does the staff training include the requirement that staff members will be subjected to disciplinary action up to and including dismissal from employment for any substantiated violations? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review training syllabus.*	GO
	36e. Has the staff Hands-Off Leadership training been updated in a data management system? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review data management system for training dates for all staff.*	GO
GO	**37. Does the Hands-Off Leadership training for Candidates/Cadets include the following requirements?** *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Questions 37a-37c below.*	
	37a. Were participants trained on the Hands-Off Leadership program Day 1 of the Acclimation Period? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Training Roster or sign-in sheets.*	GO
	37b. Does the Candidates/Cadets training include the requirement that Candidates/Cadets who experience or witness any violation must immediately report the violation to their leadership? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review training syllabus.*	GO

	37c. Does Candidates/Cadets training include the requirement that Candidates/Cadets will not be subjected to disciplinary action or any other form of retaliation for reporting an alleged violation? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review training syllabus.*	GO
GO	**38. Did the Program follow the required investigative process for all alleged Hands-Off Leadership policy violations?** *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Questions 38a-38c below.*	
	38a. Are all reports of alleged policy violations impartially investigated and facts gathered under the direction of the senior Staff? *Ref: NGYC-OI, Section 1-12, paragraph f, NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review Hands-Off Policy/SOP.*	GO
	38b. Are all investigations of alleged policy violations appropriately documented and forwarded to the Program Director for action? *Ref: NGYC-OI, Section 1-12, paragraph f, NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Interview Program Director and examine previous investigations.*	GO
	38c. Did the Program Director notify the Program Office (NGB-J1-Y) of investigations regarding alleged Hands-Off Leadership violations through the submission of a Serious Incident Report? *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review email and supporting documents.*	GO
GO	**39. Is the updated Hands-Off Leadership policy included in the staff handbook?** *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review Staff Handbook.*	
GO	**40. Is the updated Hands-Off Leadership policy included in the Cadet handbook?** *Ref: NGB-J1-Y ChalleNGe Program Hands-Off Leadership Policy dated 8 May 2015.* *Inspected Item: Review Cadet Handbook.*	
GO	**41. Is the Program in compliance with the DoD/NGB drug free policy for participants enrolled in the ChalleNGe Program?** *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Questions 41a-41h below.*	

	41a. Did all drug testing use the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and Human Services (SAMHSA) standard for baseline screening and concentration cut-off standards? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review Drug Policy SOP and/or Medical SOP.*	GO
	41b. Was a Cadet who tested positive immediately dismissed unless the cadet and/or parent elected to have a Confirmatory Drug Test administered? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review data management system.*	GO
	41c. Did the Program administer a Required Random Drug Test to Cadets every time Cadets were off campus, unsupervised by Youth Challenge? *Note 1: This includes, but is not limited to, home pass, medical appointments with parents/guardians, and/or other approved absences.* *Note 2: The minimum standard for Required Random Drug Testing is 20% of the Cadet population who were off campus and unsupervised by staff. (Program Director's discretion to exceed 20%).* *Note 3: Required Random Drug Tests must occur within 36 hours of the selected Cadet's return to the program from an unsupervised status.* *Note 4: Cadets who leave the campus without permission (i.e. AWOLs/ Runaways) must be 100% drug tested within 24 hours of their return.* *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review data management system.*	GO
	41d. Are all Optional Initial, Required Random, and For-Cause drug testing products urine-based strip tests? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review Drug Policy SOP and the testing collection device.*	GO
	41e. Are all drug test results entered into a data management system? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review data management system.*	GO
	41f. Did each drug test result include the reason for testing, i.e. Optional Initial, Required Random, For-Cause, or Confirmatory? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review test results and data management system.*	GO
	41g. If the drug test was administered as a Required Random Test, did the data management system entry include the date of the unsupervised event that established the requirement for the test? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review training calendar, test results and data management system.*	GO

	41h. Did the Program prepare and publish by 1 May 2018 a SOP signed by the Program Director reflecting the policies and procedures contained in the Official Drug Testing Policy for Youth ChalleNGe Cadets dated 1 March 2018? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review Drug Policy SOP.*	GO
NO GO	**42. Does the Program properly administer the Optional Confirmatory Drug Test and For-Cause Drug Test?** *Note: If an applicant or his/her parent(s)/guardian wish to challenge the results of a drug test a Program may request an Optional Confirmatory Drug Test opportunity at the expense of the parent or the academy, pending funding availability.* *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Questions 42a-42d below.*	
	42a. Was the Optional Confirmatory Drug Tests administered within five (5) calendar days of the original drug test utilizing a new sample based on the Confirmatory test cut-off concentrations? *Note: Candidates/Cadets awaiting the results of a Confirmatory Drug Test may remain at the Program in a Registered/Enrolled status pending the outcome of the Optional Confirmatory Drug Test.* *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review test results and data management system.* When administering the Confirmatory drug test NGB 50 (SC Class 40), the Program did not use the Confirmatory test cut-off concentrations.	NO GO
	42b. Did the Program test Cadets who showed obvious signs of being under the influence of drugs or where the Director had a reasonable suspicion of said Cadet having used drugs? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review test results, data management system, and Drug Policy SOP.*	GO
	42c. Have any Cadets who have tested positive for drugs in any drug testing event due to the use of prescription drug(s) been assessed by medical personnel to determine if the prescription drug was the sole factor in the positive test result? *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review test results, datat management system, and Drug Policy SOP.*	GO

	42d. Did the Program Director submit a TAG-approved Request for Exception to Policy memorandum to NGB-J1-AY for retention of Cadets who's Confirmatory Drug Test falls outside the Confirmatory test result parameters? *Note: To be eligible for a waiver, NGB-J1-AY must receive the Request for Exception to Policy within fourteen (14) calendar days after the Confirmatory Drug Test results are received by the Program.* *Ref: NGB-J1-AY Official Drug Testing Policy For Youth ChalleNGe Cadets dated 1 March 2018.* *Inspected Item: Review waiver requests.* The Program has not submitted a TAG-approved request for Exception to Policy on a Confirmatory drug test.	N/A
GO	**43. Does the Program handle Candidates/Cadet violation of the Smoke-Free policy regarding the use of tobacco products through the Program's discipline system?** *Ref: NGYC-OI, Section 1-17, paragraph a(2).* *Inspected Item: Interview Program Director.*	
NO GO	**44. Has the Program collected accurate data IAW applicable time constraints?** *Ref: NGYC-OI, Section 1-2, paragraph a.* *Inspected Item: Questions 44a – 44b below.* The Program is not properly entering the eight core components performance data into the data management system.	
	44a. Has the Residential Phase data, including core component performance data, been updated weekly by close of business (COB) each Monday for the previous weeks' activities (reporting periods are from 0001 hours each Monday to 2400 hours each Sunday)? *Note: During a Program's on-site inspection, the management analysts will review the data management system to verify that all graduates have completed all eight Core Components. The analysts will only review the records/files of classes which have graduated.* *Ref: NGYC-OI, Section 1-2, paragraph a(1) and Section 1-23.* *Inspected Item: Data management system and/or Residential Data Report for the eight Core Components. (Academic Excellence, Physical Fitness, Leadership/Followership, Responsible Citizenship, Job Skills, Service to Community, Health and Hygiene, and Life-Coping Skills)*	NO GO
	44b. Is the data for the first report for each class entered into a data management system not later than COB on Monday following the first complete week of the Acclimation Period? *Ref: NGYC-OI, Section 1-2, paragraph a(1).* *Inspected Item: Data management system, Residential Data Report.*	NO GO
N/A	**45. Did the Program meet all requirements prior to the early release of any Cadet(s)?** *Ref: NGYC-OI, Section 1-14, paragraph b. and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 29.* *Inspected Item: Questions 45a – 45e below.* Program does not early release Cadets.	

	45a. Was the release after Residential Phase Week 18? *Ref: NGYC-OI, Section 1-14, paragraph b. and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 29.* *Inspected Item: Review released Cadets' records.*	N/A
	45b. Were all eight core components successfully completed? *Ref: NGYC-OI, Section 1-14, paragraph b(1). and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 29 (1).* *Inspected Item: Review released Cadets' records.*	N/A
	45c. Was the Cadet matched with a Mentor? *Ref: NGYC-OI, Section 1-14, paragraph b(2). and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 29 (2).* *Inspected Item: Review released Cadets' records.*	N/A
	45d. Was a Post-Residential Action Plan completed? *Ref: NGYC-OI, Section 1-14, paragraph b(3). and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 29 (3).* *Inspected Item: Review released Cadets' records.*	N/A
	45e. Was the Cadet released to enter a post-secondary institution of learning, begin full-time employment, enlist in the military, or return to high school? *Ref: NGYC-OI, Section 1-14, paragraph b(4). and Recruiting, Placement and Mentoring Operations Manual, Early Release, Pages 29-30 (4).* *Inspected Item: Review released Cadets' records.*	N/A
N/A	**46. Did the Program Director prepare a Memorandum for Record providing the circumstances justifying the early release and validating the conditions in Questions 45a-45e were met?** *Ref: NGYC-OI, Section 1-14, paragraph b(5) and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 30.* *Inspected Item: Review released Cadets' records, a data management system waiver.* Program does not early release Cadets.	
N/A	**47. Is information on Cadets participating in an early release documented in the data management information system under the Cadet's personal information?** *Ref: NGYC-OI, Section 1-14, paragraph b(5), and Recruiting, Placement and Mentoring Operations Manual, Early Release, Page 30.* *Inspected Item: Review a data management system.* Program does not early release Cadets.	
GO	**48. Has the Program provided Certificates of Completion to Cadets who have met the Program standards and successfully completed each core component task (or received a waiver of performance for one or more areas)?** *Ref: NGYC-OI, Section 1-24, paragraph b.* *Inspected Item: Examine Certificates of Completion in Cadet files.*	

N/A	**49. Has the Program Director granted any Waiver(s) of Performance for Cadets?** *Ref: NGYC-OI, Section 1-24, paragraph d.* *Inspected Item: Examine Waivers of Performance.* The Director has not awarded any Waivers of Performance since the last inspection.	
N/A	**50. Have all Waivers of Performance been documented in a Memorandum for Record stating the specific circumstances forming the basis for the waiver?** *Ref: NGYC-OI, Section 1-24, paragraph e.* *Inspected Item: Examine Waivers of Performance Memorandums of Record.* The Director has not awarded any Waivers of Performance since the last inspection.	
N/A	**51. At the conclusion of the Residential Phase, did the Program follow the procedures for properly dismissing Cadets who did not qualify for Certificates of Completion and were awarded Certificates of Attendance?** *Ref: NGYC-OI, Section 1-24, paragraph g; Recruiting, Placement and Mentoring Operations Manual, Standard 7, page 21.* *Inspected Item: Questions 51a-51d below.* Program does not award Certificates of Attendance.	
	51a. Has the Program terminated all Cadets receiving a Certificate of Attendance on graduation and not included them in the graduation numbers? *Ref: NGYC-OI, Section 1-24, paragraph i.* *Inspected Item: Examine Cadet files and data management system.*	N/A
	51b. Has the Program documented the termination date of Cadets receiving a Certificate of Attendance in a data management system? *Note: The date of termination entered into the data management system will be the same as the class graduation date.* *Ref: NGYC-OI, Section 1-24, paragraph i(1).* *Inspected Item: Examine Cadet files and data management system.*	N/A
	51c. Did the Program terminate the formal mentoring relationship on the class graduation date? *Note: No further reporting is required for these cadets and their mentors.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 7, page 21.* *Inspected Item: Examine Cadet files and data management system.*	N/A
	51d. Did the Program document the completion of the formal mentoring relationship not later than 30 days following the class graduation date? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 7, page 21.* *Inspected Item: Examine Cadet files and data management system.*	N/A
**Acclimation Period**	

NO GO	**52. Is the Program's Acclimation Period pool of prospective Cadets sufficient to select enough qualified Cadets to equal the Program's Cadet graduation target plus its historical attrition rate over the 22-week Residential Phase?** *Ref: NGYC-OI, Section 1-15, paragraph a(8).* *Inspected Item: Examine data related to number of Cadets who applied, were accepted, enrolled, and graduated (Acclimation Predictor Tool).* The Program's Acclimation Period Pool of Cadets is insufficient to meet graduation target. The Program's attrition rate is 30%. In order to meet graduation target, the Program needs to enroll 143 Cadets on Day 1.	
GO	**53. Does the Program follow the regulatory requirements for the two-week Acclimation period?** *Ref: NGYC-OI, Section 1-15.* *Inspected Item: Questions 53a – 53i below.*	
	53a. Is the Acclimation Period at least 11 days long over the course of two consecutive weeks? *Ref: NGYC-OI, Section 1-14, paragraph a. and Section 1-15 paragraph a.* *Inspected Item: Examine Acclimation Period training schedule.*	GO
	53b. Does the two-week Acclimation period consist of 16-hour days? *Ref: NGYC-OI, Section 1-15, paragraph a.(6).* *Inspected Item: Examine Acclimation Period training schedule.*	GO
	53c. Do the cadets receive 8 hours of sleep nightly? *Ref: NGYC-OI, Section 1-15, paragraph a.(1).* *Inspected Item: Review daily training schedule.*	GO
	53d. Are all sleep hours uninterrupted? *Ref: NGYC-OI, Section 1-15, paragraph a.(1).* *Inspected Item: Review daily training schedule.*	GO
	53e. Does the two-week Acclimation period include instruction on close order drill and ceremonies? *Ref: NGYC-OI, Section 1-15, paragraph a.(6)(a).* *Inspected Item: Examine training schedule.*	GO
	53f. Does the two-week Acclimation period include instruction on military courtesy? *Ref: NGYC-OI, Section 1-15 paragraph a.(6)(b).* *Inspected Item: Examine training schedule.*	GO
	53g. Does the two-week Acclimation period include instruction on leadership/followership practicum? *Ref: NGYC-OI, Section 1-15, paragraph a.(6)(c).* *Inspected Item: Examine training schedule.*	GO
	53h. Does the two-week Acclimation period include the development/imposition of an honor code/code of conduct for use as a contract between Cadets, parents/guardians, and ChalleNGe Staff? *Ref: NGYC-OI, Section 1-15, paragraph a.(6)(d).* *Inspected Item: Examine training schedule, Cadet handbook.*	GO
	53i. Does the two-week Acclimation Period include other activities that contribute to Cadets' adjustment to the ChalleNGe Program environment? *Ref: NGYC-OI, Section 1-15, paragraph a.(6)(e).* *Inspected Item: Examine training schedule, conduct Cadet interviews, review honor code document.*	GO

GO	**54. Does the training schedule include the time, location, Cadet uniform, necessary equipment, and department lead?** *Ref: CP 3-1, Chapter II, paragraph 11.* *Inspected Item: Examine training schedule.* Initial: Training schedule did not include the necessary equipment. Final: Training schedule was updated to reflect the necessary equipment.	
GO	**55. Are all non-sleep and weekend hours identified on the training schedule with some type of activity?** *Ref: NGYC-OI, Section 1-15, paragraph a(1) and CP 3-1, Chapter II, paragraph 11.* *Inspected Item: Examine training schedule.*	
GO	**56. Are activities related to community and conservation projects scheduled during the Acclimation period?** *Note: Answer should be "NO."* *Ref: NGYC-OI, Section 1-15, paragraph a(2).* *Inspected Item: Examine Acclimation Period training schedule.*	
GO	**57. Is physical fitness training conducted every day during the Acclimation period?** *Note: Cadets must be physically cleared by medical personnel prior to participate in physical training.* *Ref: NGYC-OI, Section 1-15, paragraph a(3).* *Inspected Item: Examine Acclimation training schedule.*	
GO	**58. During the Acclimation Period, are the three required components the Physical Fitness standards included in the daily physical fitness regimen?** *Ref: NGYC-OI, Section 1-15, paragraph a(3) and NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Physical Fitness SOP. Examine curriculum and/or training schedule.*	
GO	**59. During the two-week Acclimation period, did a team leader/assistant team leader properly assess each prospective candidate daily?** *Ref: NGYC-OI, Section 1-15, paragraph a(4).* *Inspected Item: Questions 59a – 59e below.*	
	59a. Was each prospective Cadet assessed daily on his/her ability to handle stress? *Ref: NGYC-OI, Section 1-15, paragraph a(4)(a).* *Inspected Item: Examine Acclimation Period Cadet records.*	GO
	59b. Was each prospective Cadet assessed daily on his/her ability to handle Program organizational structure? *Ref: NGYC-OI, Section 1-15, paragraph a(4)(a).* *Inspected Item: Examine Acclimation Period Cadet records.*	GO
	59c. Was each prospective Cadet assessed daily on his/her propensity for gang activity, either as a victim or as inflictor? *Ref: NGYC-OI, Section 1-15, paragraph a(4)(b).* *Inspected Item: Examine Acclimation Period Cadet records.*	GO

	59d. Was each prospective Cadet assessed daily on his/her propensity for bullying, either as a victim or as inflictor? *Ref: NGYC-OI, Section 1-15, paragraph a(4)(b).* *Inspected Item: Examine Acclimation Period Cadet records.* The Program's daily Cadet assessments during the Acclimation Period did not include bullying.	NO GO
	59e. Was each prospective Cadet assessed daily on his/her desire to succeed and complete the ChalleNGe Residential Phase? *Ref: NGYC-OI Section 1-15 paragraph a(4)(c).* *Inspected Item: Examine Acclimation Period Cadet records.*	GO
GO	**60. At the end of the two-week period, did the ChalleNGe Staff assess each Cadet's performance and ability to continue in the Residential Phase?** *Ref: NGYC-OI, Section 1-15, paragraph a(7).* *Inspected Item: Examine Acclimation Cadet records.*	
GO	**61. Does the environment of the Acclimation period subject Cadets to harassment or the performance of demeaning tasks?** *Ref: NGYC-OI, Section 1-15 paragraph a(5).* *Inspected Item: Conduct interviews with Staff and Cadets.*	
	Residential Phase	
GO	**62. Does the number of days in the Residential Phase meet all Program length requirements?** *Ref: NGYC-OI, Section 1-14a.* *Inspected Item: Questions 62a – 62d below.*	
	62a. Is the Residential Phase, including the Acclimation period, 22 weeks in length? *Ref: NGYC-OI, Section 1-14, paragraph a.* *Inspected Item: Review master calendar.*	GO
	62b. When pass days are calculated, is the minimum total number of days per cycle (class) 147 days? *Ref: NGYC-OI, Section 1-14, paragraph a.* *Inspected Item: Review master calendar.*	GO
	62c. Is the number of passes during the Residential Phase limited to seven days? *Ref: NGYC-OI, Section 1-14, paragraph a.* *Inspected Item: Review master calendar.*	GO
	62d. Are offsite Cadet activities such as job and college interviews counted toward the 147 minimum classes session days? NOTE: if yes, see Q27n. *Note: if yes, see Q27n.* *Ref: NGYC-OI, Section 1-14, paragraph a.* *Inspected Item: Review details in State Plan.*	GO
GO	**63. Does the Program's Physical Fitness Program include modifications to accommodate pregnant Cadets based on the advice of the medical staff?** *Ref: NGYC-OI, Section 1-18.* *Inspected Item: Examine physical fitness SOP or Medical SOP.*	

GO	**64. Is the Physical Fitness Program conducted throughout the Residential Phase?** *Ref: NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Examine training schedule and Cadet records, SOP.*	
GO	**65. Is a Physical Fitness Program, based on the Physical Fitness Standard policy incorporated into the Program?** *Ref: NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Questions 65a – 65c below.*	
	65a. Does the Physical Fitness Program include the timed one-mile run? *Ref: NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Review Physical Fitness Core Curriculum.*	GO
	65b. Does the Physical Fitness Program include the 60-second timed push-ups? *Ref: NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Review Physical Fitness Core Curriculum.*	GO
	65c. Does the Physical Fitness Program include the 60-second timed sit-ups? *Ref: NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Review Physical Fitness Core Curriculum.*	GO
GO	**66. Are Cadets Physical Fitness scores entered into a data management system as completed?** *Ref: NGYC-OI, Section 1-23.* *Inspected Item: Review data management system.*	
GO	**67. Does the Program have a process in place to present Physical Fitness Awards to eligible Cadets?** *Ref: NGYCP Physical Fitness Standard Policy dated 1 April 2018.* *Inspected Item: Program Documentation showing award presentation, award ceremony documentation.*	
GO	**68. Does the Test of Adult Basic Education (TABE) serve as the standard for determining academic grade level progress?** *Ref: NGYC-OI, Section 1-20, paragraph a(2).* *Inspected Item: Review academic curriculum*	
GO	**69. Does the Program Director ensure the TABE is performed to standard, on schedule, and recorded in an accurate manner?** *Ref: NGYC-OI, Section 1-20.* *Inspected Item: Questions 69a – 69i below.*	
	69a. Does the Program use the Locator test to determine the level of the test (L, E, M, D, A)? *Ref: NGYC-OI, Section 1-20, paragraph a(2).* *Inspected Item: Examine TABE data management system.*	GO
	69b. Does the Program use the TABE Survey as the minimum standard of measure for the purpose of measuring academic improvement? *Ref: NGYC-OI, Section 1-20, paragraph a(1).* *Inspected Item: Examine TABE data management system.*	GO

	69c. Does the Program use the Complete Battery? *Ref: NGYC-OI, Section 1-20, paragraph a(2).* *Inspected Item: Examine TABE data management system.* Program does not use the TABE Complete Battery.	N/A
	69d. Are TABE Forms 9/10 utilized for Pre and Post TABE testing? *Ref: NGYC-OI, Section 1-20, paragraph a(2).* *Inspected Item: Examine TABE data management system.*	GO
	69e. Are the administered Pre-TABE test scores recorded into a data management system NLT Week 4 of the Residential Phase? *Ref: NGYC-OI, Section 1-20, paragraph a(3).* *Inspected Item: Examine TABE data management system.*	GO
	69f. Does the Program Director ensure test scale scores and grade equivalent scores for ALL subjects are recorded into a data management system? *Ref: NGYC-OI, Section 1-20, paragraph a(3).* *Inspected Item: Examine TABE data management system.*	GO
	69g. Are the scores on the Pre-TABE used to determine the Cadet's entry grade level? *Ref: NGYC-OI, Section 1-20, paragraph a(3).* *Inspected Item: Examine TABE data management system.*	GO
	69h. Are the scores on the Post-TABE used to determine the Cadet's departing grade level? *Note: This test is conducted after GED requirements have been met and prior to graduation from the Residential Phase.* *Ref: NGYC-OI, Section 1-20, paragraph a(3).* *Inspected Item: Examine TABE data management system.*	GO
	69i. Are the administered Post-TABE test scores recorded into a data management system? *Ref: NGYC-OI Section 1-20 paragraph a(3).* *Inspected Item: Examine TABE data management system.*	GO
NO GO	**70. Does the Program's curriculum include the eight core components, along with the associated tasks?** *Ref: CP 3-1, Chapter ll and CP-1, Chapter IV.* *Assessed Items: Questions 70a – 70c below.* The Program Director did not have a fully developed or approved curriculum for the seven non-academic Core Components.	
	70a. Has the Program Director developed and approved curriculum for each of the seven non-academic core components? *Ref: CP 3-1, Chapter II, paragraph 4.B.* *Inspected Item: Review Program curriculum for each of seven core components*	NO GO

	70b. Does each core component include the Program Office (NGB-J1-Y) standardized task, condition, and standard for each task outlined in the curriculum? *Ref: CP 3-1, Chapter II, paragraph 4 and CP-1, Chapter IV.* *Inspected Item: Review the Program's curriculum for each core component.*	NO GO
GO	**71. Have the Cadets developed their Post-Residential Actions Plans (P-RAP) in conjunction with the core component curriculum?** *Ref: CP 3-1, Chapter II, paragraph 4.A., Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18 and NGYC-OI, Section 1-22.* *Inspected Item: Questions 71a – 71j below.*	
	71a. Has each Cadet begun the process of developing and maintaining a Post-Residential Action Plan (P-RAP) by the end of Week 3 of the Residential Phase? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18 and NGYC-OI, Section 1-22, paragraph d.* *Inspected Item: Review sampling of Cadet P-RAPs, training curriculum, and interview Cadets to verify compliance.*	GO
	71b. Is the P-RAP continually updated during the Residential Phase based upon the development of each Cadet? *Ref: CP 3-1, Chapter II, paragraph 4.A. and NGYC-OI, Section 1-22, paragraph d.* *Inspected Item: Review sampling of Cadet P-RAPs for quality content and interview Cadets to verify compliance.*	GO
	71c. Did Cadet participants complete their Post-Residential Action Plan (P-RAP) within the Residential Phase? *Ref: CP 3-1, Chapter II, paragraph 4.A. and NGYC-OI, Section 1-22, paragraph d.* *Examine Cadet residential records and interview Cadets to verify compliance.*	GO
	71d. Has each Cadet, with support from the Program Staff and the Cadet's Mentor, identified realistic goals (short, intermediate, and long-term) in their P-RAPs? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18 (1).* *Inspected Item: Review sampling of Cadet P-RAPs.*	GO
	71e. Has each Cadet, with support from the Program Staff and the Cadet's Mentor, identified the resources required to achieve these goals? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18.* *Inspected Item: Review sampling of Cadet P-RAPs.*	GO
	71f. Has each graduate identified the equivalent of at least one full-time activity to become engaged in during the Post-Residential Phase? *Note: Activities are classified into one of the four following categories: Education, Employment, Military, and Miscellaneous.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 9, Page 27.* *Inspected Item: Review sampling of Cadet P-RAPs.*	GO

	71g. Does the Cadet's specific intended placement activity, support his/her long-term goal? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18.* *Inspected Item: Review sampling of Cadet P-RAPs.*	GO
	71h. Is a copy of the P-RAP and/or one page summary of the cadet's intermediate, transition, and long-term goals provided to the Mentor prior to the completion of the Residential Phase? *Note: During the Post-Residential phase, mentors and Cadets should review the Cadet's P-RAP on a monthly basis and revise as needed. If changes are made, they should notify Program Staff during their monthly reporting.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 19 (3).* *Inspected Item: Review Program SOP.*	GO
	71i. Is the data supporting the P-RAP process recorded into a hard copy of the P-RAP workbook? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18.* *Inspected Item: Review sampling of Cadet P-RAPs.*	GO
	71j. Prior to Week 22, are the methods, obstacles, strategies to overcome the obstacles, and the resources that are required to achieve these goals entered into the Cadet's P-RAP? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 6, Page 18* *Inspected Item: Review sampling of Cadet P-RAPs.*	GO
	Recruitment, Placement, Mentoring (RPM) Requirements	
GO	**72. Does the Program have a recruiting SOP?** *Ref: CP 3-1, Appendix A.* *Inspected Item: Review recruiting SOP.*	
GO	**73. Has the Program created selection procedures that, to the fullest extent possible, reach educationally and/or economically disadvantaged groups?** *Ref: DoDI 1025.8, paragraph 4.11 and NGYCP-CA, Section 201, paragraph e(2).* *Inspected Item: Review Program's Selection Procedures.*	
GO	**74. Does the Program have a Marketing Plan?** *Ref: CP 3-1, Chapter II paragraph, Appendix A.* *Inspected Item: Review Program marketing plan.*	
GO	**75. Has the Program's marketing plan been evaluated and updated as necessary?** *Ref: CP 3-1, Chapter II, paragraph 7.* *Inspected Item: Review Program marketing plan.*	
GO	**76. Does the Program maintain a website that contains all the required pages identified by the regulation?** *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Questions 76a – 76g below.*	

	76a. Does the website contain a "How to Apply" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
	76b. Does the website contain a "Mentor Resources" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
	76c. Does the website contain a "News and Events" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
	76d. Does the website contain a "Frequently Asked Questions" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
	76e. Does the website contain a "Contact Us" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
	76f. Does the website contain a "Bulletin Board" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
	76g. Does the website contain a "Photo Galleries" page? *Ref: CP 3-1, Chapter II, paragraph 6.C.* *Inspected Item: Examine Program website for required content.*	GO
GO	**77. Does the Post-Residential Staff utilize the P-RAP to work with Cadets in the Post-Residential Phase?** *Ref: NGYC-OI, Section 1-22, paragraph e.* *Inspected Item: Review Program SOP and interview Post-Residential Staff.*	
NO GO	**78. Has the Program implemented an effective system for helping candidates to follow Youth Initiated Mentoring (YIM) practices to recruit prospective mentors?** *NOTE: Prospective mentors are defined as applicants who meet the qualification requirements detailed in Question 78 below and for whom a completed written application has been received by program staff to begin the screening process.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 1, Page 6.* *Inspected Item: Questions 78a – 78c below.*	

	78a. At the conclusion of Week 2 of the Residential Phase, does the Program have 80% of the required prospective Mentor applications on file? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 1, Page 6.* *Inspected Item: Review case managers' files, completed mentor application, and a data management system.* (Systemic) Program did not recruit 80% of the mentors by the end of Week 2. For NGB Class 51 only 31% of the mentors had been recruited.	NO GO
	78b. By the end of Week 6 of the Residential Phase, does the Program have 95% of the required prospective Mentor applications on file? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 1, Page 6.* *Inspected Item: Review case managers' files, completed Cadet application, or a data management system.* (Systemic) Program did not recruit 95% of the mentors by the end of Week 6. For NGB Class 51, only 40% of the mentors had been recruited.	NO GO
	78c. At the conclusion of Week13 of the Residential Phase does the Program have all of the required prospective Mentors recruited? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 1, Page 6.* *Inspected Item: Review case managers' files, completed Cadet application, or a data management system.* Program did not recruit 100% of the mentors by the end of Week 13. For NGB Class 51, only 88% of the mentors had been recruited.	NO GO
GO	**79. Do applicants for prospective Mentors meet the qualification requirements?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Questions 79a – 79f below.*	
	79a. Are all prospective Mentors at least 21 years of age? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Review Mentor application, a data management system, birth certificate, or driver's license.*	GO
	79b. Has the Program Director documented all approved cross-gender matches in the Mentoring case file? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Review Mentor application or a data management system.* Program does not allow cross-gender matches.	N/A

	79c. Are prospective Mentors in reasonable geographic proximity to their match (Geographic proximity is defined as distance acceptable to both the Mentor and Cadet)? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Review Mentor application*	GO
	79d. Are prospective Mentors not of the same household or immediate family? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Review Mentor application or interview placement coordinator.*	GO
	79e. Are prospective Mentors not ChalleNGe Staff or spouses? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Compare Cadet Mentor report and Staff roster.*	GO
	79f. If Mentors have been matched with more than one Cadet, is the Program Director's written approval noted in the case file? *Ref: NGYC-OI, Section 1-25, paragraph b, and Recruiting, Placement and Mentoring Operations Manual, Standard 2, Page 7.* *Inspected Item: Review written approval in the Cadet's case file.*	GO
GO	**80. Has every Mentor submitted a signed Mentor Authorization to Release Information (MARI)?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8 and CP 3-1, Chapter II, paragraph 12.* *Inspected Item: Examine Mentors' MARI.*	
GO	**81. Was the MARI collected prior to the request for the criminal record check?** *Ref: CP 3-1, Chapter II, paragraph 12.* *Inspected Item: Examine Mentors' MARI.*	
GO	**82. Has the Program implemented an effective program for screening Mentors?** *Ref: CP 3-1, Chapter II, paragraph 12; and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Questions 82a – 82i below.*	
	82a. Does the screening process include a completed written application? *Ref: CP 3-1, Chapter II, paragraph 12; NGYC-OI, Section 1-25;and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Review completed Mentor application.*	GO
	82b. During the Mentors' screening process, were two reference checks completed? *Note: Program must have documentation that references have been verified.* *Ref: CP 3-1, Chapter II, paragraph 12 and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Examine completed Mentor application*	GO

	82c. Did the screening process include an interview conducted by Program Staff? *NOTE 1: At the start of conversations, Programs must notify the prospective mentors if the interview will be recorded.* *NOTE 2: During the interview, point out the necessity and the commitment required for the prospective mentor to attend training.* *Ref: CP 3-1, Chapter II, paragraph 12 and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Interview RPM Staff; review mentor applications.*	GO
	82d. Was the criminal records check completed? *Ref: CP 3-1, Chapter II, paragraph 12 and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Review source of criminal records check.*	GO
	82e. Did the criminal records check include a sex offender screening? *Ref: CP 3-1, Chapter II, paragraph 12 and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Note: Known sex offenders or suspected sex offenders are never allowed to become mentors, even if their last charge was years ago. There is no flexibility on this issue; there are no waivers authorized.* *Inspected Item: Review source of criminal records check.*	GO
	82f. Did the background investigation go back five years for felony convictions? *Ref: CP 3-1, Chapter II, paragraph 12 and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Review source of criminal records check. The components of the background investigation must be documented and include felony convictions going back at least five years.*	GO
	82g. Did the background investigation include any alcohol or substance convictions within five years, including DWIs/DUIs? *Ref: CP 3-1, Chapter II, paragraph 12 and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Review source of criminal records check. The components of the background investigation must be documented and include alcohol or substance convictions within five years, including DWIs/DUIs.*	GO
	82h. If a prospective mentor has a felony conviction or DUI/DWI within the last five years, did the program director review and approve the application? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Review criminal records check results and documentation reflecting Program Director's review and approval.*	GO
	82i. Was all screening completed before matching a Mentor with a Cadet? *Ref: NGYC-OI, Section 1-25, paragraph c. and Recruiting, Placement and Mentoring Operations Manual, Standard 3, Page 8.* *Inspected Item: Review Mentor file.*	GO

GO	**83. By the end of Week 13 of the Residential Phase, have cadets and mentors completed the required pre-match training requirements based on the National Guard Youth ChalleNGe Program (NGYCP) Mentorship Training Curriculum?** *NOTE 1: Pre-Match training requirements consist of the completion of the mentor and mentee training, culminating in a co-mentor/mentee training event when feasible.* *NOTE 2: Refresher training for returning mentors should be completed every three years.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 4, Page 14.* *Inspected Item: Questions 83a - 83c.*	
	83a. Have Mentors completed either the introductory mentor e-learning content or on-site mentor training? *Note: On-site mentor training should consist of four (4) hours of activity-based training conducted by program staff. (The curriculum is the National Guard ChalleNGe Program Mentorship Training Curriculum, June 2009, Version 1.0)* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 4, Page 14.* *Inspected Item: Review Mentor training records in the data management system.*	GO
	83b. Did the Program document the delivery and subsequent follow-up discussion with the mentor of a distance learning packet used to satisfy the training requirement? *Note: The distance learning training packet should be used only as a last option when mentors are unable to attend an on-site training event or do not have the capability to complete the e-learning training. The distance learning packet must contain the same information as on-site training.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 4, Page 14.* *Inspected Item: Review Mentor training records in the data management system.* Program does not provide distance learning packets.	N/A
	83c. Was Mentee and mentor trainings, facilitated by Program staff, completed prior to the formal matching of the Cadet and mentor when geographically feasible? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 4, Page 14.* *Inspected Item: Review Mentor training records and the data management system.*	GO
NO GO	**84. By Week 13 of the Residential Phase, are Mentors and Cadets matched in a formal event that, when geographically feasible, includes a joint meeting with the case manager, Mentor and Cadet, and the signing of a written Mentoring agreement?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 5, Page 16.* *Inspected Item: Review training schedule and interview Cadets.* For NGB Class 51 (SC Class 41), 10 Cadets graduated without a mentor.	

GO	**85. Did the Program place a copy of all mentoring agreements in case management files?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 5, Page 16.* *Inspected Item: Review case management files for copy of agreement.*	
GO	**86. Beginning in Week 14 of the Residential Phase, are cadets who are matched with a mentor making weekly contacts with their mentor?** *Note: These contacts may be by phone, letter, e-mail, or face to face.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 7, Page 21.* *Inspected Item: Review Cadet residential contact in the data management system.*	
GO	**87. Are Mentor- Cadet contacts made during the Residential and Post-Residential Phases reported in a data management system?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 7, Page 21.* *Inspected Item: Review Cadet residential contacts in the data management system.*	
GO	**88. Is the length of a formal Mentoring relationship at least fourteen months (two months in Residential Phase and twelve months in Post-Residential Phase)?** *Ref: Placement and Mentoring Operations Manual, Standard 7, Page 21.* *Inspected Item: Review a data management system and Post-Residential records.*	
NO GO	**89. Does the Program provide graduation allowances in accordance with regulatory requirements?** *Ref: NGYC-OI, Section 1-6, paragraph f.* *Inspected Item: Questions 89a – 89c below.*	
	89a. Is the graduation allowance amount $2,200.00 or less? *Ref: NGYC-OI, Section 1-6, paragraph f.* *Inspected Item: Post-Residential Allowance Policy*	GO
	89b. Have recipients Graduated from the Residential Phase of the Program? *Ref: NGYC-OI Section 1-6 paragraph f.* *Inspected Item: Review Cadet records in a data management system. Case managers verify monthly.*	GO
	89c. Are recipients in a positive placement position in the Post-Residential Phase? *Ref: NGYC-OI Section 1-6 paragraph f.* *Inspected Item: Review Cadet records in a data management system. Case managers verify monthly.* Systemic: Program could not provide documentation to verify a positive placement.	NO GO

GO	**90. Are case managers fulfilling their responsibilities during Residential Weeks 14-22 and Post-Residential months 1-12 as contained in the Recruiting, Placement, and Mentoring Operations Manual?** *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Questions 90a - 90j below.*	
	90a. Do case managers, to the extent possible, document efforts to maintain monthly communication with the mentor? *Note: Monthly mentor communication is defined as a receipt of a monthly report from the mentor which can include e-mail, telephone, text or face-to-face contact with Program Staff.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90b. Do case managers monitor, document, and record mentor relationship activities in the database, including contact between the mentor and mentee? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90c. During each month of the Post-Residential Phase, are all Graduates accounted for in one of the three following categories: placed, not placed, or unknown? *Ref: Placement and Mentoring Operations Manual, Source Documents, Page 28.* *Inspected Item: Review data management system.*	GO
	90d. During the Post-Residential Phase, do case managers record placement activities in one of the four following categories: employment; education; military; or, miscellaneous? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90e. Do case managers verify placement activities using one or more of the following: mentor or parent contact/report; employment supervisor; school registration/registrar; military paperwork/recruiter; or, other documents verifying placement? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO

	90f. Do case management files contain copies of documents verifying placement activities? *NOTE 1: These source documents are submitted with the first Post-Residential monthly report from the mentor where the placement is identified* *NOTE 2: Cadets on active duty military are considered placed and are exempt from the mentor contact reporting requirements.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90g. If the mentor does not fulfill the requirements or terminates the formal mentoring relationship during the Post-Residential Phase, have the case managers (or other Program Staff) verified the Cadets' placement activities? *Note: A Memorandum for Record describing a placement activity, written by a ChalleNGe staff member, documenting a contact with a mentor, employer, school official, or individual supervising a Cadet, is considered proof or validation of a placement activity.* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90h. Have case managers (or other Program Staff) documented mentoring relationship and cadet placement activities in the information management system no later than the 15th of the month following the reporting period? *Note: The first Post-Residential reporting month begins on the class graduation date and concludes one month later* *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90i. Upon completion of the 12 month post-Residential Phase, did case managers (or other Program Staff) document the completion of the formal mentoring relationship by sending each mentor a letter of appreciation along with a request for feedback? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO
	90j. At the end of the Post-Residential Phase, did case managers close and archive case files on each cadet and mentor? *Ref: Recruiting, Placement and Mentoring Operations Manual, Standard 8, page 22.* *Inspected Item: Review information data management system.*	GO

December 13, 2018

Chief, Office of Youth Development
111 South George Mason Drive
AH2, Arlington, VA 22204-1373

During the period 11-13 December 2018, South Carolina Youth Challe*NG*e Academy (SCYCA) received an Operational Performance inspection. The Operational Performance inspection consisted of five standards: Attainment of Graduation Target, Placement Rate at Months 6 and 12 of the Post-Residential Phase, and Contact Rate at Months 6 and 12 of the Post-Residential Phase. The enclosure contains the specific metrics, applicable standards, and the results of the inspection.

The Program received the following ratings:

- Graduation Target   Excellent
- Placement Rate at Month 6   Unsatisfactory
- Placement Rate at Month 12   Unsatisfactory
- Contact Rate Month 6   Unsatisfactory
- Contact Rate Month 12   Unsatisfactory

Therefore, the overall rating in the Performance Component of the inspection is Unsatisfactory.

One-hundred percent of the files from NGB Classes 47 and 48 (SC Classes 37 and 38) were reviewed for verification of Contacts and Placements. SCYCA received an Unsatisfactory rating for Placements and Contacts at Months 6 and 12. The Unsatisfactory ratings are the result of a large turnover in the RPM staff, misunderstanding of the standards, and lack of the use of Memoranda for Record in lieu of source documents to validate placements. In addition, many mentors consistently fail to submit their monthly mentor reports or terminate their relationships with the Graduates. The Case Managers were recording the required contacts and placements for those Graduates where they made contact directly with the Graduate or through the mentors for contacts, or through other means for placement validation. The Case Managers should continue to assume the responsibilities of mentors who fail to meet their obligations or terminate their relationship with their Graduate as they attempt to increase the rating in the Contact and Placement Rates from Unsatisfactory to at least Satisfactory. The RPM Coordinator should ensure that processes are put in place to properly use the Memorandum for Record as the method to verify all contacts and placements when mentors fail to do so. In addition, procedures should be established for staff members who work outside the Post-Residential Department to assist in

capturing contact and placement data, and then the staff should be trained in those procedures on a continuing basis, possibly during cycle breaks.

If you have any questions or concerns, please contact me at (833)294-3571 Option 5 or email at kseery@alutiiq.com.

KEVIN SEERY
Contractor, Alutiiq
Operations Inspector

<table>
<tr><td colspan="2" align="center">**National Guard Youth ChalleNGe Inspection**</td></tr>
<tr><td align="right">Program/State:</td><td>**South Carolina Youth ChalleNGe Academy/ SC**</td></tr>
<tr><td align="right">Date:</td><td>**11-13 December 2018**</td></tr>
<tr><td align="right">Functional Area:</td><td>**Operational Performance**</td></tr>
<tr><td align="right">Overall Rating: Unsatisfactory</td><td>Overall Score: **126.71**</td></tr>
<tr><td align="right">Analyst's Information:</td><td>**Kevin Seery/ Fred Pendleton**
kseery@alutiiq.com, fpendleton@alutiiq.com
833-294-3571 / Option 5 & 6</td></tr>
</table>

TASK: Assess the Operational performance of the Youth Challe*NG* e program.

CONDITION: Review documentation from the four most recently completed classes.

STANDARD: The overall score will be equal to the sum of the scores from the Target Graduation and the average of the four key indicators associated with the Post-Residential Phase (Contact Rates at Months 6 and 12 and Placement Rates at Months 6 and 12). The overall score converts to the final rating scheme.

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1. Graduation Target

TASK: Assess the Program's achievement of Graduation Target for the last four classes to graduate.

CONDITION: The National Guard Youth ChalleNGe Cooperative Agreement (NGYCP-CA), Section 201, paragraph a(1) requires programs to operate two residential classes within each fiscal year with a minimum graduation target of 75 Cadets per class. NGYCP-CA, Section 1-9 warns Programs that they are in danger of termination if they do not meet graduation totals of 75 Cadets per class or 150 Cadets per year. Specific Program target graduation numbers are contained in individual Program Cooperative Agreements. IAW NGYCP-CA, Section 205, paragraph a(3), Program performance will be measured against Program funding and graduation metrics.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=98%, Excellent: 93 - <98%,

Satisfactory: 90 - <93%, Marginal: 85 - <90%,

Unsatisfactory: <85%

NOTE: Valid documentation reflecting actual graduation numbers by class and by Cadet name is necessary to verify compliance with this standard.

Graduation Target Calculation:

To determine a Program's level of performance in meeting the graduation target, calculate the average graduation rate for the 4 most recent Residential classes to have completed the Residential Phase.

1. Take the sum of the number of graduates reported for the last four graduated classes
2. Divide the result from step 1 by the sum of the Graduation Targets assigned by the Cooperative Agreement for those classes.

This calculation provides an aggregate rating of all four classes, expressed as a percentage of graduation target.

Graduation Target Performance Calculation				
Last 4 Graduated Classes	**Class Start Date**	**Class End Date**	**Actual # of Graduates**	**Target Graduates**
NGB-47	11-Jul-16	14-Dec-16	110	100
NGB-48	9-Jan-17	12-Jun-17	117	100
NGB-49	10-Jul-17	13-Dec-17	103	100
NGB-50	8-Jan-18	13-Jun-18	60	100
Total			390	400
Calculation	*(Total Graduates ÷ Total Target Graduates) x 100%* **(390÷400) x 100 = 97.5%**			

Your Program is Excellent in this standard.

2. Placement at Month 6 of the Post-Residential Phase

TASK: Assess Graduate Placement at Month 6 of the Post-Residential Phase

CONDITION: The Post-Residential Phase is a ChalleNGe graduate's opportunity to apply program strategies and learning in transition to serving as a productive member of society. The Post-Residential Phase is an indicator of the values, skills, education, and self-discipline necessary to succeed as adults, placement during this Phase is the measure used to gauge success. Not only does graduate placement demonstrate success at the individual and Program levels, it also validates the Federal and State governments "return on investment." A Cadet who is geographically separated from his/her mentor because of schooling, and training, job, or active duty military is considered placed. A Memorandum for Record describing a placement activity, written by a ChalleNGe staff member, documenting a contact with a mentor, employer, school official, or individual supervising a cadet, is considered proof or validation of a placement activity. Program staff is required to verify placement as needed and entered in the data management system. The case files *must* provide source documents to validate these placements.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=80%, Excellent: 70 - <80%,
Satisfactory: 60 - <70%, Marginal: 50 - <60%,
Unsatisfactory: <50%

Calculation of Placement at 6 Months:

Note: *Only use the last four classes which have completed the 12-month Post-Residential Phase when determining the Placement Rate. Do not use current Post-Residential Phase classes as the data will be incomplete.* Valid documentation reflecting individual graduate names and supporting source document(s) are required to verify compliance with this standard.

To determine a Program's level of performance in graduate placement at the 6-month point of the Post-Residential Phase:

1. Add the total number of Cadets placed in Month 6 of the Post-Residential Phase in each of the 4 completed classes.
2. Divide the result from step 1 by the total number of Graduates for each of the completed classes.
3. Multiply the result from step 2 by 100 to arrive at a percentage.

Placement at Month 6 of the Post-Residential Phase Calculation				
Last 4 Classes	**Class Start Date**	**Class End Date**	**# of Cadets placed at Month 6**	**Actual # of Graduates**
NGB-45	6-Jul-15	9-Dec-15	65	103
NGB-46	4-Jan-16	8-Jun-16	31	109
NGB-47	11-Jul-16	14-Dec-16	33	110
NGB-48	9-Jan-17	12-Jun-17	4	117
Total			133	439
Calculation	*(Total Placed ÷ Total Graduates) x 100%* **(133÷439) x 100 = 30.3%**			

Your Program is Unsatisfactory in this standard.

3. Placement at Month 12 of the Post-Residential Phase

TASK: Assess Graduate Placement at Month 12 of the Post-Residential Phase

CONDITION: The Post-Residential Phase is a ChalleNGe graduate's opportunity to apply program strategies and learning in transition to serving as a productive member of society. The Post-Residential Phase is an indicator of the values, skills, education, and self-discipline necessary to succeed as adults, placement during this Phase is the measure used to gauge success. Not only does graduate placement demonstrate success at the individual and Program levels, it also validates the Federal and State governments "return on investment." A Cadet who is geographically separated from his/her mentor because of schooling, and training, job, or active duty military is considered placed. A Memorandum for Record describing a placement activity, written by a ChalleNGe staff member, documenting a contact with a mentor, employer, school official, or individual supervising a cadet, is considered proof or validation of a placement activity. Program staff is required to verify placement as needed and entered in the data management system. The case files ***must*** provide source documents to validate these placements.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=88%, Excellent: 79 - <88%,
Satisfactory: 70 - <79%, Marginal: 60 - <70%,
Unsatisfactory: <60%

Calculation of Placement at 12 Months:

 Note: *Only use classes which have completed the 12-month Post-Residential Phase when determining the Placement Rate. Do not use current Post-Residential Phase classes as the data will be incomplete. Valid documentation reflecting individual graduate names and supporting source document(s) are required to verify compliance with this standard.*

To determine a Program's level of performance in graduate placement at the conclusion of the Post-Residential Phase:

1. Add the total number of Cadets placed in Month 12 of the Post-Residential Phase in each of the 4 completed classes.
2. Divide the result from step 1 by the total number of Graduates for each of the completed classes.
3. Multiply the result from step 2 by 100 to arrive at a percentage.

Placement at Month 12 of the Post-Residential Phase Calculation				
Last 4 Classes	**Class Start Date**	**Class End Date**	**# of Cadets placed at Month 12**	**Actual # of Graduates**
NGB-45	6-Jul-15	9-Dec-15	39	103
NGB-46	4-Jan-16	8-Jun-16	8	109
NGB-47	11-Jul-16	14-Dec-16	4	110
NGB-48	9-Jan-17	12-Jun-17	5	117
Total			56	439
Calculation	*(Total Placed ÷ Total Graduates) x 100%* (56÷439) x 100 = 12.76%			

Your Program is Unsatisfactory in this standard.

4. Contact Rate at Month 6 of the Post-Residential Phase

TASK: Assess the Contact Rate at Month 6 for each of the four most recent classes to have completed the Post-Residential Phase.

CONDITION: The Recruitment, Placement, and Mentoring Operations Manual states that mentor and mentee contact is the heart of the mentoring program. Therefore, beginning at graduation, a minimum of four contacts, four hours of contact, or a combination of both occur each month between the Mentor and Cadet, including two face-to-face contacts if possible. Monthly mentor communication is defined as a receipt of a monthly report from the mentor which can include e-mail, telephone, text or face-to-face contact with Program Staff. Cadets on active duty military are exempt from the mentor contact reporting requirements. Contact can be considered any communication between the Cadet and his/her mentor and/or the Program staff. Program staff is required to enter all contacts in the data management system. The case files must provide source documents to validate these contacts.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=96%, Excellent: 83 - <96%,
Satisfactory: 69 - <83%, Marginal: 56 - <69%,
Unsatisfactory: <56%

Calculation of Contact at 6 Months:

Note: *Only use classes which have completed the 12-month Post-Residential Phase when determining the Contact Rate. Do not use current Post-Residential Phase classes as the data will be incomplete. Valid documentation reflecting individual graduate names and contact document(s) are required to verify compliance with this standard.*

To determine a Program's level of performance in graduate contact rate at the six-month point of the Post-Residential Phase:

1. Add the total number of Cadets contacted in Month 6 of the Post-Residential Phase in each of the 4 completed classes.
2. Divide the result from step 1 by the total number of Graduates for each of the completed classes.
3. Multiply the result from step 2 by 100 to arrive at a percentage.

Contact Rate at Month 6 of the Post-Residential Phase Calculation				
Last 4 Classes	**Class Start Date**	**Class End Date**	**# of Cadets contacted at Month 6**	**Actual # of Graduates**
NGB-45	6-Jul-15	9-Dec-15	65	103
NGB-46	4-Jan-16	8-Jun-16	31	109
NGB-47	11-Jul-16	14-Dec-16	49	110
NGB-48	9-Jan-17	12-Jun-17	52	117
Total			197	439
Calculation	*(Total Contacted ÷ Total Graduates) x 100%* (197÷439) x 100 = 44.87%			

Your Program is Unsatisfactory in this standard.

5. Contact Rate at Month 12 of the Post-Residential Phase

TASK: Assess the Contact Rate at Month 12 for each of the four most recent classes to have completed the Post-Residential Phase.

CONDITION: The Recruitment, Placement, and Mentoring Operations Manual states that mentor and mentee contact is the heart of the mentoring program. Therefore, beginning at graduation, a minimum of four contacts, four hours of contact, or a combination of both occur each month between the Mentor and Cadet, including two face-to-face contacts if possible. Monthly mentor communication is defined as a receipt of a monthly report from the mentor which can include e-mail, telephone, text or face-to-face contact with Program Staff. Cadets on active duty military are exempt from the mentor contact reporting requirements. Contact can be considered any communication between the Cadet and his/her mentor and/or the Program staff. Program staff is required to enter all contacts in the data management system. The case files must provide source documents to validate these contacts.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=95%, Excellent: 85 - <95%,
Satisfactory: 76 - <85%, Marginal: 66 - <76%,
Unsatisfactory: <66%

Calculation of Contact at 12 Months:

 Note: *Only use classes which have completed the 12-month Post-Residential Phase when determining the Contact Rate. Do not use current Post-Residential Phase classes as the data will be incomplete. Valid documentation reflecting individual graduate names and contact document(s) are required to verify compliance with this standard.*

To determine a Program's level of performance in graduate contact rate at the conclusion of the Post-Residential Phase:

1. Add the total number of Cadets contacted in Month 12 of the Post-Residential Phase in each of the 4 completed classes.
2. Divide the result from step 1 by the total number of Graduates for each of the completed classes.
3. Multiply the result from step 2 by 100 to arrive at a percentage.

Contact Rate at Month 12 of the Post-Residential Phase Calculation				
Last 4 Classes	**Class Start Date**	**Class End Date**	**# of Cadets contacted at Month 12**	**Actual # of Graduates**
NGB-45	6-Jul-15	9-Dec-15	0	103
NGB-46	4-Jan-16	8-Jun-16	30	109
NGB-47	11-Jul-16	14-Dec-16	49	110
NGB-48	9-Jan-17	12-Jun-17	48	117
Total			127	439
Calculation	*(Total Contacted ÷ Total Graduates) x 100%* (127÷439) x 100 = 28.93%			

Your Program is Unsatisfactory in this standard.

6. Overall Operational Performance Score and Rating

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=188, Excellent: 172 - <188,
Satisfactory: 159 - <172, Marginal: 143 - <159,
Unsatisfactory: <143

Calculation of Overall Operational Performance Score:

To determine a Program's overall Operational Performance Score, add the Graduation Target and the average of the four key indicators associated with the Post-Residential Phase (Contact Rates at Months 6 and 12 and Placement Rates at Months 6 and 12).

If the Graduation Target Raw Score is above 100.00, the score is capped at 100.00 for the overall performance score calculation. Enter 100 only if the Graduation Target Raw Score is above 100.00. If not enter the raw score below.

The four key indicators associated with the Post-Residential Phase (Contact Rates at Months 6 and 12 and Placement Rates at Months 6 and 12) are added together and then averaged.

Overall Performance Score			
Component	**Raw Score**		**Sum Score**
Target Graduation	97.50		97.50
Placement at 6 months		30.30	
Placement at 12 months		12.76	29.21
Contact Rate at 6 months		44.87	
Contact Rate at 12 months		28.93	
Overall Score			**126.71**

Your Program is Unsatisfactory in this standard.

December 13, 2018

Chief, Office of Youth Programs
111 South George Mason Drive
AH2, Arlington, VA 22204-1373

During the period 11-13 December 2018, South Carolina Youth ChalleNGe Academy (SCYCA) received a Resource Management Compliance Inspection. The Resource Management Compliance Inspection consists of two functional subareas: Program requirements and Federal/State requirements. The Program received a Marginal rating with an 84.52% level of compliance with the legal, regulatory, and doctrinal resource management requirements of the Youth ChalleNGe Program.

One Special Interest item was identified. SCYCA utilizes the same Bank of America checking account for cadet living allowances, graduation stipends and cadet personal funds.

Areas of noncompliance identified during the inspection include:

- The Budget Officer failed to attend quarterly reviews as directed
- The annual goal-focused State Plan was not included in the annual budget submission
- Quarterly Budget Reports were not submitted within required timeframe
- SCYCA does not have a proper mechanism for receiving grants and donations
- Cadre uniform costs exceed $300.00
- SCYCA does not have a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of property
- SCYCA is not properly tracking State-owned property
- The Program Director has not implemented adequate management and internal controls to protect Federal and State interests
- The Budget Officer did not complete the Budget Course
- Grants Officer Representative was not processing all Cooperative Agreement modifications into the Defense Assistance Awards Data System within the required timeframe
- Grants Officer Representative did not maintain the NGYCP-Cooperative Agreement file with all required documents
- Triannual Reviews are ineffective
- Grants Officer Representative (GOR) records were not maintained IAW AR 25-400-2

This inspection identified 15 areas of noncompliance. Four of the 15 areas of noncompliance were also identified during the December 2016 onsite inspection. One of the 15 areas of noncompliance, the submission of quarterly budget reports, was identified in **every onsite inspection to date** (December 2016, November 2014, November 2013 and February 2012). As a result, these areas of noncompliance are identified as SYSTEMIC.

The enclosures provide a detailed explanation of areas of noncompliance identified during this inspection.

If you have any additional questions or concerns, please contact me at (904) 814-7724/1-833-294-3571 Opt 2 or email at imcphail@alutiiq.com.

IZZY MCPHAIL
Contractor, Alutiiq
Resource Inspector

REPORT OF INSPECTION

SPECIAL INTEREST ITEM: SCYCA has a State-approved bank account with Bank of America (BOA). This account services SCYCA's cadet living allowances and Post-Residential graduation stipends. Periodically, at SCYCA's documented request, the State deposits cooperative agreement funds (75/25) into the BOA account to pay cadet living allowances and graduation stipends. Additionally, any monies (cash, check or money order) a cadet brings from home or is received from a parent/guardian are also deposited into the BOA SCYCA account, resulting in the co-mingling of cooperative agreement (75/25) funds and cadet personal funds. Cadets use their personal funds for medical copays and for spending money at offsite activities. SCYCA has a detailed banking Standard Operating Procedure (SOP). Individual ledgers are maintained for the cadet living allowance payments, graduate stipend payments, and personal cadet funds. These ledgers fully support all transactions involving receipt and payment of funds to cadets and graduates. The inspection team completed a cursory review of the current class (NGB Class 51/SC Class 41) accounts and did not identify any discrepancies.

While the banking SOP and ledgers are meticulously written and tracked, it is never advisable to co-mingle cooperative agreement funds and cadet personal funds. It is highly recommended that SCYCA separate cooperative agreement funds and cadet personal funds as soon as possible.

1. a. FINDING: South Carolina Youth Challe*NG*e Academy (SCYCA) Budget Officer failed to attend quarterly reviews. (Program Level, Item # 1b)

   b. DISCUSSION: Chief, National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 10e, states, **"**The Program Budget Officer will: Attend quarterly reviews as directed by the USPFO and GOR."

SCYCA's could not provide documentation validating that the Budget Officer attends quarterly reviews as directed by the Grants Officer Representative (GOR). Neither the Budget Officer nor the GOR could provide emails establishing meeting dates, roster of attendees, minutes or written documentation of these meetings. Lack of effective quarterly reviews resulted in accumulation of potential growback in Program Fiscal Year (PFY 17) totaling $246,334.87, PFY 16 growback totaling of $30,257.71, and PFY 14 growback totaling of $101,221.70.

   c. RECOMMENDATION: Review dates should be established for a twelve-month period and provided to the SCYCA Director and Budget Officer, Federal Program Manager, and State SCYCA accountant. An agenda should be established for each meeting with participants encouraged to add items prior to the meeting. Additionally,

the GOR must maintain a roster of attendees for each meeting and retain all documentation necessary for validating compliance for future inspections and audits.

   d. **IMPLICATION:** Failure to comply with law, policy, and doctrine that govern the Youth Challe*NG*e Program not only increases the potential for fraud, waste, and abuse but also the potential for an Anti-deficiency Act violation and investigation in accordance with National Guard Pamphlet Army Regulation 37-1, paragraph 3-4b.

2. a. **FINDING:** Program Fiscal Year (PFY) 19 proposed budget did not include an updated annual goal-focused State Plan. (Program Level, Item # 2b)

   b. **DISCUSSION:** National Guard Youth Challe*NG*e Program Cooperative Agreement (NGYCP-CA), Sections 402.*b* and *c* state, "Budgets shall be submitted to NGB-J1-AY no later than 90 days prior to the start of the Program Fiscal Year (PFY). Updated annual Goal-Focused State Plans and a certification of State funds are to be submitted simultaneously with each proposed budget submission."

SCYCA's PFY is 1 January to 31 December; therefore, the initial budget report is due to NGB-J1-Y (Program Office) no later than 2 October. The proposed budget was submitted 2 October, but the State Plan was not enclosed. SCYCA's current Program Director was hired in February 2018. The Director stated that the submission was not within the required timelines because of the time it took to seek additional guidance from fellow Youth Challe*NG*e Program Directors to develop a more comprehensive plan. Consequently, the Director did not forward the State Plan to the Program Office until 16 November 2018 (44 days late).

   c. **RECOMMENDATION:** SCYCA must develop a comprehensive Standing Operating Procedure (SOP) with emphasis placed on developing processes for submission of the annual proposed budget. The processes developed must be coordinated with the United State Property and Fiscal Officer (USPFO) and the Grantee (State) to ensure that all stakeholders are fully engaged and aware of the collaborative efforts needed to achieve compliance. Accurate and timely budget submissions are essential to proper management of funds at all levels. If any issues occur that could delay the submission of the budget and/or any required enclosures, the Director and Budget Officer must communicate those issues to the Program Office as well as the USPFO, State, Federal Program Manager and Grants Officer Representative. All communications must be documented and retained as part of the Cooperative Agreement (CA) records.

   d. **IMPLICATION:** Failure to comply with budget submission requirements could result in Federal funding delays from the Program Office to SCYCA. During the period Federal funding is withheld, the State would have to expend State funds to pay any expenditures committed by the Program. The Grantor could also choose to terminate the Cooperative Agreement in accordance with NGYCP-CA, Section 204, paragraphs *a* (1)-(5) that states, "Termination for Noncompliance. If the grantee or subgrantee

materially fail to comply with any term of this award, the grantor may take actions pursuant to 32 CFR 33.43, among these actions are the following, as appropriate in the circumstances: (1) Temporarily withhold cash payments pending correction of the deficiency by the grantee or subgrantee or more severe enforcement action by the grantor; (2) Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance; (3) Wholly or partly suspend or terminate the current award for the grantee's or subgrantee's Program; (4) Withhold further awards for the Program or; (5) Take other remedies that may be legally available."

3. a. FINDING: (Systemic) The Program failed to submit Quarterly Budget Reports within 30 days after the end of each quarter. (Program Level, Item # 8).

b. DISCUSSION: National Guard Youth Challe*NG*e Program Cooperative Agreement (NGYCP-CA), Section 402a(3) states, "Quarterly Budget Reports shall be sent to NGB-J1-Y no later than 30 days after the end of each quarter."

Since the last onsite inspection (6-8 December 2016), SCYCA was required to submit eight quarterly budget reports (4th quarter PFY 16, 1st, 2nd, 3rd, 4th quarters FPY 17, 1st, 2nd, 3rd quarters PFY 18). This is the **fifth** inspection quarterly budget submissions have been noncompliant. The Budget Officer explained that after the Program Director and she sign the quarterly budget reports, she emails the report to the Federal Program Manager (FPM). Once the FPM reviews and signs the report is, it is emailed to the Grants Officer Representative (GOR) for the United States Property and Fiscal Officer's (USPFO) review and signature. After signature by the USPFO, the GOR then emails the report to NGB-J1-Y (Program Office). Not one of the eight required submissions were emailed to the Program Office within the required timeframe. Late submissions ranged from one day to seven days.

c. RECOMMENDATION: SCYCA must adhere to the regulations that govern the Youth Challe*NG*e Program. SCYCA's Budget Officer must ensure quarterly budget reports are submitted in accordance within applicable time constraints. Additionally, if a delay is anticipated in the submission of the quarterly report(s), the Program should provide a "draft" report to the Program Office with the Director's and Budget Officer's signatures. Then, the GOR must provide "final" corresponding quarterly budget report to the Program Office once s/he obtains all required signatures. The Budget Officer should notify the USPFO and FPM of such issues for situational awareness in the management of the SCYCA cooperative agreement. Finally, the Program Director should develop and implement a Standing Operating Procedure (SOP) detailing a comprehensive process for submission of quarterly budget reports to ensure compliance at all times.

During the February 2012, November 2013, November 2014, December 2016 and again during this inspection, SCYCA's quarterly budget report submissions were determined to be not in compliance, thus, resulting in a systemic finding.

The February 2012 Report of Inspection (ROI) provided the following recommendation: "The SCYCA must submit Quarterly Budget Reports to the Program Office no later than 30 days after the end of each quarter and maintain records of submittal for future audits by external agencies. It is imperative the SCYCA develop a Resource Management (Budget) Standing Operating Procedure (SOP). The SOP will assist the SCYCA Budget Officer in conducting the day to day activities of the program." The February 2012 Corrective Action Plan (CAP) provided the following strategy: "We concur with the finding. We will institute daily operations using an SOP that will help to eliminate missing or non-completed tasks. The CAIRS system will greatly aid in the Budget Officer's ability to submit required reporting on time."

The November 2013 ROI provided the following recommendation: "The SCYCA Budget Officer (SCYCA BO) must adhere to the regulations that govern the Youth Challe*NG*e Program. Quarterly Budget Reports are required to be submitted to the Program Office no later than 30 days after the end of each quarter. The timely submission of Quarterly Budget Reports is vital to the Program Office's ability to redistribute funds to maximize use and minimize growback. The SCYCA BO should coordinate with the Federal Program Manager to enhance the current process and ensure the Quarterly Budget Reports are received by the Program Office within the mandatory timeframe. Additionally, the SCYCA BO must retain documentation of submission for all future internal/external audits and evaluations." The November 2013 CAP (dated 25 August 2014) provided the following strategy: "All of the quarterly reports are dated within 30 days of the end of the quarter so I think the problem is that we couldn't say, "The report was sent to NGB on this date." Perhaps we should request that USPFO send an email to us when he submits the quarterly reports to NGB. We can print the email and keep it in the records with the quarterly report."

The November 2014 ROI provided the following recommendation: "The SCYCA Budget Officer must adhere to the regulations that govern the Youth Challe*NG*e Program. The timely submission of Quarterly Budget Reports is vital to the Program Office's ability to redistribute funds to maximize use and minimize growback. If issues such as personnel unavailable for signature occur that delay the submission of the quarterly reports, the Budget Officer should make every effort to communicate those issues to the Program Office." The November 2014 CAP (dated 20 Jan 2015) provided the following strategy: "We will adhere to the regulations that govern the Youth Challe*NG*e Program. The timely submission of Quarterly Budget Reports is vital to the Program Office's ability to redistribute funds to maximize use and minimize growback. If issues such as personnel unavailable for signature occur that delay the submission of the quarterly reports, the Budget Officer will make every effort to communicate those issues to the Program Office."

The December 2016 ROI provided the following recommendation: "SCYCA Budget Officer must ensure that timely submission of quarterly budget reports is executed. All email traffic forwarding any report to the Program Office should be retained and readily available for validation during inspections. Additionally, if any issues occur that could

delay the submission of the quarterly reports, the Budget Officer should make every effort to communicate those issues to the Program Office and seek written guidance." The December 2016 CAP (dated 25 Apr 2017) provided the following strategy: "The Budget Officer has coordinated with the State Grants Accountant on quarterly report timelines so that in the event of unexpected absence, the quarterly reports will still be submitted in a timely manner. A new GOR is in place who is aware of the quarterly report timeline and due dates and will submit in a timely manner. All email traffic will be kept with copies of the signed quarterly reports."

   d. IMPLICATION: SCYCA's chronic failure to provide data and reports to the Program Office at the prescribed intervals and in the prescribed format may result in the withholding of Federal funds until data and reports are submitted. Appropriate accounting and management of funds significantly decrease potential vulnerabilities for Anti-Deficiency Act violations and investigations in accordance with National Guard Pamphlet Army Regulation 37-1, Chapter 3.

4. a. FINDING: South Carolina Youth ChalleNGe Academy (SCYCA) does not have a proper mechanism for receiving donations. (Program Level, Item # 13)

   b. DISCUSSION: ChalleNGe Publication 3-1, Chapter 1, paragraph 1A states in part, "It is recommended the state devise a mechanism for receiving donations and/or grants."

The South Carolina National Guard Youth ChalleNGe Foundation, Inc. is currently operating absent an independent board. As of the date of this inspection, the State Chief Financial Officer (CFO) is the sole signatory for the Foundation checking account. The primary concerns for having a staff member on the SCYCA Foundation board are that it creates a direct conflict of interest issue and an absence of separation of duties. Functioning in this manner leaves the SCYCA Foundation devoid of management oversight with significant control weaknesses.

It is worth noting that the SCYCA has a new Program Director and Deputy Director who were not fully aware of the requirements and limitations of their involvement with the 501(c)(3). The Deputy Director provided that he became aware that he should not be a signatory on the Foundation checking account while preparing for this inspection and that he made arrangements with the CFO to be taken off the account. The Resource Management Inspector discussed the potential conflicts of interest and the inherent risk of having a staff member managing the Foundation funds. The Deputy Director provided receipts for all transactions that occurred during the time he was on the Foundation checking account. All statements and receipts were reconciled and the Inspector did not note any discrepancies.

During the inspection, the Deputy Director stated that the Program Director and senior leadership are working to establish an independent board, revise the current by-laws, and establish a detailed process for SCYCA to request assistance from the Foundation.

c. **RECOMMENDATION:** The United States Property and Fiscal Officer must be made aware of the extent of SCYCA's previous administrative involvement in the 501(c)(3). SCYCA Foundation must establish an independent board who can fully manage all aspects of the Foundation. It is highly recommended the State CFO be replaced by an independent party on the SCYCA Foundation checking account. In the event the CFO cannot be replaced within 30 days, it is recommended the SCYCA Director and the State CFO seek written guidance from the Judge Advocate for legal review to ensure all possible measures are taken to mitigate risk and potential conflicts of interest. Additionally, every effort should be made to develop a system that allows SCYCA to request funds or assistance from the SCYCA Foundation without the handling of funds at the SCYCA level. An audit of the SCYCA Foundation is strongly recommended.

d. **IMPLICATION:** National Guard Youth Challe*NG*e Operational Instruction (NGYCP-OI), Attachment 1, Section 1-3 states in part, "Also, failure on the part of the State to comply with specific actions required by an NG-J1-AY assessment to bring the Program into compliance may result in the withholding of Federal funds by the USPFO until corrective action is taken." During the period Federal funding is withheld, the Grantee (State) would have to expend State funds to pay any expenditures. Additionally, conflict of interest increases the risk of bias or poor judgment because of an obligation or commitment to two or more competing interests. Therefore, failure to dissolve the current level of administrative involvement in the SCYCA Foundation diminishes internal control measures for both parties. Lack of strong internal control may expose the SCYCA staff and South Carolina senior leadership to potential allegations of fraud, theft, waste, and abuse. Should such an incident occur, the negative publicity from such an incident could deter future donors, which in turn would negatively affect the Cadets for which this program is designed.

5. a. **FINDING:** Cadre uniforms exceed the $300 reimbursement limit. (Program Level, Item # 20)

b. **DISCUSSION:** National Guard Youth Challe*NG*e Program Cooperative Agreement (NGYCP-CA), Section 305c(1) states, "Uniforms for both Cadre and Staff are not to exceed $300 per person." National Guard Youth Challe*NG*e Operational Instruction (NGYCP-OI) Attachment 1, Section 1-8a(3) and Section 305c(1) states, "The cost of NGYCP Staff (Cadre) uniforms are not to exceed $300 per person, per year. Staff uniforms may consist of ACUs, ABUs, BDUs or other standardized work apparel; T-shirts, polo shirts, or caps of a distinctive design or color; boots, or prescribed physical fitness attire. Uniform maintenance expense will be the Staff member's responsibility. Cadre and other Staff members receiving military issue or military clothing based upon their military membership are not eligible for reimbursement or clothing allowances from the Program."

The Logistics Specialist provided the Resource Management Inspector a South Carolina Youth Challe*NG*e Academy (SCYCA) Cadre uniform cost spreadsheet that identified item, quantity issued, and the cost per item. The records provided identified the cost for the standard Cadre uniforms issue ranges between $351.00 and $396.00. The Logistics Specialist stated that effective January 2019, SCYCA will no longer issue or replace boots for Cadre in efforts to reduce the cost. SCYCA is also researching alternative uniforms that will meet the regulatory requirements.

   c. **RECOMMENDATION:** It is highly recommended that SCYCA make every effort to re-evaluate the Cadre uniform items that are currently issued. To achieve compliance, at a minimum, SCYCA must reduce the cost of Cadre uniforms to ensure the cost does not exceed $300.00 per Cadre per year. Any cost over the $300.00 threshold must be paid with 100% state funds. Additionally, the internal mechanism used to track the cost of Cadre uniforms must contain sufficient data and supporting documentation to validate compliance.

   d. **IMPLICATION:** Failure to expend funds in accordance with the NGYCP-OI indicates a lack of fiscal prudence, funds management, and oversight. Inadequate oversight may result in an Antideficiency Act (ADA) violation and investigation in accordance with NG PAM (AR) 37-1, paragraph 3-4d (7), "failure to follow established procedures."

6. a. FINDING: South Carolina Youth Challe*NG*e Academy (SCYCA) failed to establish adequate safeguards to prevent loss, damage, theft of property or a system to track state-owned property as required. (Program Level, Item #'s 25a and 28b)

   b. **DISCUSSION:** 32 Code of Federal Regulations (CFR) 33.32(d)(1)(2)(3) states, "*Management requirements.* Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements: (1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property, (2) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. (3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated." National Guard Regulation (NGR) 5-1, paragraph 8-2c (1)-(3) states in part, "Equipment property records will be maintained, and reported to the USPFO. Reports will include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. (2) A

physical inventory of the property will be taken and the results reconciled with the previous grantee property records reported to the grantor. (3) A control system must be developed by grantee recipients to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated and reported. A control system must be developed by grantee recipients to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated and reported."

The current Logistics Specialist has been in the position since June 2016. The Logistics Specialist explained that he is in the process of building a supply inventory system because the previous Logistic Specialist's records could not be located. The current Logistics Specialist conducted a 100% inventory and placed all property on Department of Army (DA) 2062s (hand receipts) to establish the initial property accountability. As required, the current Logistics Specialist conducted the annual State asset inventory on 27 April 2017 and 19 June 2018. Per State requirements, State property books account for State purchased property valued at $1,000 and greater. The supply inventory system does not capture two of the nine required tracking categories (the source of the property and the percentage of Federal participation in the cost).

   c. **RECOMMENDATION:** SCYCA must coordinate with the State Asset Manager to establish a true and accurate accounting of all property, equipment, and supplies. It is highly recommended that SCYCA consider purchasing a commercial inventory system or a system that will allow the Logistics Specialist to enter property information (tagging number, description, etc.) into a database that produces a numbering tag that is printed and applied to the piece of property. The Logistics Specialist will use the State Property book in conjunction with the commercial inventory system to conduct a 100% inventory of SCYCA property, while simultaneously developing the Program property book. The SCYCA Logistics Specialist must account for <u>all</u> State property and equipment <u>as well as</u> the SCYCA property and equipment that is outside the State property accountability requirements. This will require SCYCA to have an internal Program property book in addition to the State asset property book. At a minimum, the SCYCA Logistics Specialist must include all of the following required categories in the Program property book in accordance with NGR 5-1 paragraph 8-2c (1)-(4): description of the property; a serial number or other identification number; the source of property; the titleholder; the acquisition date; cost of the property; percentage of Federal participation in the cost of the property; the location, use and condition of the property; and, any ultimate disposition data including the date of disposal and sale price of the property.

Once the initial SCYCA Program property book is established, the Logistics Specialist must conduct a 100% inventory as frequently as needed, but not less than once every two years, to ensure SCYCA has accounted for all property. When an inventory is conducted, the results of that inventory must be reconciled with the prior inventory records. The Logistics Specialist must identify and report discrepancies to the State Asset Manager and provide inventory results to the United States Property and Fiscal Officer (USPFO). Finally, SCYCA must retain documentation reflecting submissions to the USPFO, copies of the signed and dated property book inventories, reconciliations,

and all pertinent correspondence to validate compliance for future audits and inspections.

    d. **IMPLICATION:** Failure to properly account for, manage, and reconcile all property exposes SCYCA, USPFO, and State to increased risk for fraud, waste and abuse.   Violations of the NGYCP-CA could result in an Anti-Deficiency Act (ADA) violation and investigation in accordance with NG PAM (AR) 37-1, paragraph 3-4d (7) for "failure to follow established procedures." NGYCP-CA, Attachment 1, Section 1-3 states in part, "Also, failure on the part of the State to comply with specific actions required by an NG-J1-AY assessment to bring the Program into compliance may result in the withholding of Federal funds by the USPFO until corrective action is taken." During the period Federal funding is withheld, the Grantee (State) would have to expend State funds to pay any expenditures.

7. a. FINDING: (Systemic) South Carolina Youth Challe*NG*e Academy (SCYCA) Director failed to implement adequate financial management and internal control measures. (Program Level, Item # 31)

    b. **DISCUSSION:** Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraphs 9 a-e state, "Each National Guard Youth Challe*NG*e Program Director is classified as Supervisory Staff and will: a. Comply with all of the terms, conditions, and standards of the NGYCP-CA, the policy contained in this instruction, and procedures contained in the related manual. b. Supervise and manage all activities within the NGYCP-CA IAW Federal laws and regulations, State laws, and National Guard policies. c. Account for the proper obligation and expenditure of all funds and property acquired through the NGYCP-CA, making returns and reports concerning those expenditures and that property, as required. d. Verify that Federal and State funds are expended on authorized projects and activities as set forth in the NGYCP-CA and the applicable CNGB issuances. e. Implement adequate management and internal controls to protect Federal and State interests."

The Program Director's failure to implement management and internal controls is evidenced by the three systemic findings identified during the current inspection in the Program subarea of the Resource Management Compliance component. These findings include: the untimely submission of Quarterly Budget Reports; the failure to protect Federal and State interests with management and internal controls; and two unresolved findings from the December 2016 inspection.

The Program Director provided the following strategy in the December 2016 Corrective Action Plan (CAP) dated 25 April 2017 to address the lack of internal management controls to protect Federal and State interests: "SCYCA Director is working with the Federal Program Manager to update the management control checklist to include both the Program Director and Federal Program Manager signature prior to submitting to USPFO."

c. **RECOMMENDATION:** The Program Director must ensure that she has a comprehensive understanding of the Federal and State regulations, policies, and doctrines that govern the Youth Challe*NG*e Program. She must immediately create a comprehensive Internal Management Control Plan. Once approved, the execution of this plan is essential. It is highly recommended that SCYCA incorporate the Internal Management Control Plan as part of the SCYCA's Standing Operating Procedures (SOP). The inspection checklists are excellent tools to evaluate internal controls. Additionally, Department of the Army (DA) Form 11-2 can be used as a mechanism to record issues.

d. **IMPLICATION:** Failure to identify external or internal management control weaknesses within the SCYCA Program can lead to systemic failures in the Program's compliance with the laws, policy, and doctrine which govern Youth Challe*NG*e and jeopardize the program's ability to meet its mission. The execution and administration of cooperative agreements are considered highly vulnerable for fraud, waste, and abuse. Failure to ensure management controls are in place and reviewed annually in accordance with regulation exposes the Program, USPFO, and State to unnecessarily increased liabilities. Appropriate accounting and management of funds significantly decreases potential vulnerabilities for Anti-Deficiency Act violations and investigations in accordance with National Guard Pamphlet Army Regulation 37-1, Chapter 3.

8. a. **FINDING:** South Carolina Youth Challe*NG*e Academy (SCYCA) Budget Officer did not complete the Federal Training Budget course within the required timeframe. (Program Level, Item # 38).

b. **DISCUSSION:** National Guard Youth Challe*NG*e Program Training Policy dated 11 May 2016 Section 4.h. states, "Budget Course(s). Budget Officers must complete the Cooperative Agreement, Fiscal Law, and Budget Courses within six (6) months of hire." Chief, NGB-J1-Y provided email guidance on 18 October 2017 delaying the Joint Services Support (JSS) training accountability date. The email states in part, "The new training accountability date is 1 Nov….please advise your staff."

The Budget Officer did not complete the Federal Budget Course training within six months from the accountability date listed in the 18 October 2017 email. The Budget Officer explained she was unaware of the training requirement until she was reviewing the Resource Management Compliance Checklist and had a discussion with the Resource Management Inspector during the inspection. The Budget Officer was able to access JSS and register for the course during the onsite inspection.

c. **RECOMMENDATION:** The Budget Officer must make every effort to attend and receive all required training within the specified time constraints. When training opportunities are not available or technical issues hinder access to courses, recommend submitting a request for waiver/exception to policy through the proper chain of command. Additionally, documentation of all efforts, approvals, or denials must be available for future audits and evaluations.

d. **IMPLICATION:** Failure to attend and receive required training increases the likelihood of administrative errors, misinterpretation of regulations, and inadequate oversight of Cooperative Agreements.

9. a. **FINDING:** South Carolina Youth Challe*NG*e Academy's (SCYCA) Corrective Action Plan (CAP) submitted 26 April 2017 did not meet all requirements. (Program Level, Item #'s 39b and d)

   b. DISCUSSION: The National Guard Youth Challe*NG*e Program Cooperative Agreement (NGYCP-CA), Section 1-2b(5) states, "Evaluation teams shall not only assess current operations and resource management activities, they shall also review findings from the previous year to determine whether corrective actions have been taken where warranted, and include these findings in each report." MAJ Karen Patrick, Plans, Programs and Resource Officer forwarded an email to Jackie Fogle, SCYCA Director, dated 3 January 2017, subject: CAP due 3 April 2017. The email stated, "Your CAP is due 3 April 2017 to NG-J1-AY. Please reply to all with your formal response. Attached is the CAP Template for you to utilize. Thank you and let me know if you have any questions."

In accordance with MAJ Karen Patrick's email, SCYCA was directed to submit their CAP on 3 April 2017 but did not submit it until 26 April 2017, missing the deadline by over three weeks. A review of the CAP revealed that the Program Director identified the four areas of noncompliance from the Resource Management Compliance Inspection. During the 11-13 December 2018 inspection, four areas continue to remain noncompliant. The current Program Director has been in the position since 2 February 2018; therefore, the CAP responses are those of the previous Director.

The December 2016 Report of Inspection (ROI) provided the following recommendation: "When completing and submitting the CAP to the Program Office, the Program Director should formulate the steps he believes will resolve each of the findings at that time. Then, the Program Director and staff must constantly monitor and thoroughly review the CAP to determine whether the desired results are being achieved. If they are not, the strategies should be amended to bring all issues into compliance. The Director's December 2016 CAP, dated 25 April 2017, provided the following strategy for the CAP not resolving all findings of noncompliance: "SCYCA Director is adding a line on the management control checklist to ensure that results of audits and inspections are reviewed at least quarterly. The SCYCA Budget Officer is also creating a sign in sheet to include topics discussed during budget and audit meetings with SCYCA staff in order to keep a record of progress made in resolving outstanding findings."

The November 2014 ROI provided the following recommendation in reference to the CAP finding: "When completing and submitting the CAP to NG-J1-AY, the Program Director should formulate the steps he believes will resolve each of the findings at that

time. Then, the Program Director and his staff must constantly monitor and thoroughly review the CAP to determine whether the desired results are being achieved. If they are not, the strategies should be amended to bring all issues into compliance."

The November 2014 CAP, dated 30 January 2015, provided the following strategies: "I have discussed the needed changes with the appropriate personnel before completing and submitting the CAP to NG-J1-AY. I am sure we can correct these issues and make this one of the best programs. We will constantly and must constantly monitor and thoroughly review the CAP to determine whether the desired results are being achieved. If they are not, the strategies will be amended to bring all issues into compliance." In the November 2013 ROI, the following recommendation was provided: "The SCYCA Program Director must respond to all areas of noncompliance. To properly address the areas of noncompliance, the staff of each functional area should collaborate to develop comprehensive corrective actions for each Finding. The Program should contact the CORE Team as a reach-back asset for assistance, if desired."

The November 2013 CAP, dated 30 January 2014, and the revision, dated 25 August 2014, provided the following strategy: "The CAP is the Program's best approach for addressing and resolving a non-compliance issue. The Program will continually monitor the progress of the CAP and make adjustments to the strategies if they are not providing the desired results. When developing the CAP, SCYCA must address the areas of noncompliance and all "Red" performance ratings identified during the evaluation." Resolving areas of noncompliance identified in onsite inspections is noncompliant for the **fourth** consecutive inspection and, therefore, continues to be a systemic finding.   Each of the strategies referenced in the Program's previous CAPs, if implemented, would have resolved this deficiency. However, the Program Director never communicated the contents of the CAP to his staff nor did he provide any direction or oversight to ensure its execution.

In the second systemic area of noncompliance for lack of timely budget submissions, the December 2016 ROI provided the following recommendation: "SCYCA Budget Officer must ensure that timely submission of quarterly budget reports is executed. All email traffic forwarding any report to the Program Office should be retained and readily available for validation during inspections. Additionally, if any issues occur that could delay the submission of the quarterly reports, the Budget Officer should make every effort to communicate those issues to the Program Office and seek written guidance." For failing to submit timely quarterly budget report submissions, the Director provided the following strategy in his December 2016 CAP: "The Budget Officer has coordinated with the State Grants Accountant on quarterly report timelines so that in the event of unexpected absence, the quarterly reports will still be submitted in a timely manner. A new GOR is in place who is aware of the quarterly report timeline and due dates and will submit in a timely manner. All email traffic will be kept with copies of the signed quarterly reports."   Inspectors validated that the Budget Officer submitted the required quarterly budget reports; however, all reports were between one to seven days late. This is the **fifth** consecutive inspection that identified quarterly budget submissions as noncompliant.

In the third systemic area of noncompliance for lack of management controls, the December 2016 ROI provided the following recommendation: "SCYCA Director must formulate an internal management control plan that will accurately assess the day to day operations of SCYCA. Emphasis should be placed on ensuring regulatory requirements are accomplished on a daily basis. Once this plan has been formulated, it is highly recommended that SCYCA establish a frequency for which the Internal Management Control Plan (IMCP) will be executed. Additionally, the IMCP should be included as part of the SCYCA's Standing Operating Procedures (SOP)." The Director provided the following strategy in the December 2016 CAP (dated 25 April 2017) to address the lack of internal management controls to protect Federal and State interests: "SCYCA Director is working with the Federal Program Manager to update the management control checklist to include both the Program Director and Federal Program Manager signature prior to submitting to USPFO."

In the fourth systemic area of noncompliance for not entering modifications into DAADs in the required timeframe, the December 2016 ROI provided the following recommendation: "The new GOR must receive DAADS permissions immediately. A system needs to be established to ensure all modifications previously awarded are input into DAADS and future modifications input within the required timeframe." The December 2016 CAP (dated 25 April 2017) provided the following strategy: "The new GOR has access to DAADS and is currently making sure all previously submitted MODs are up to date in DAADS and that any new MODs submitted are entered in DAADS within 15 days of award/modification date."

As evidenced by the four systemic areas of noncompliance, the Program Director failed to implement the strategies identified in each of the CAPs. It is worth noting that many of the strategies identified, if implemented, would have likely resulted in SCYCA achieving compliance.

    c. RECOMMENDATION: The Inspection Team will review the CAP during the Program's next onsite inspection to measure the effectiveness of the strategies implemented to resolve areas of noncompliance. Therefore, SCYCA must devise a corrective action for all areas found to be noncompliant. The Program Director must ensure that the entire staff is aware of the contents of the CAP. Then, the Director must hold periodic staff meetings to review the progress of implementing the corrective action strategies. The Program Director must implement management controls to ensure constant oversight of the staff's attempt to implement the CAP to determine whether the corrective actions are achieving the desired results. If not, the Program Director and staff must determine whether unexpected obstacles, or any other issues, are preventing the Program from achieving compliance. After conducting a thorough review, the staff should amend the strategies in an effort to bring all issues into compliance.

    d. IMPLICATION: NGB-J1-Y (Program Office) conducts onsite inspections regularly; therefore, it is imperative that Programs provide detailed, accurate Corrective Action Plans for all discrepancies found during those inspections so that the Program

Office can maintain proper oversight. NGYCP-CA Section 714 states, "In addition to any financial or other reports required by the terms of this Agreement, NGB may require the State to prepare reports or provide information relating to this agreement. The State agrees to provide the reports within a reasonable time of request and in such detail as may be required." Submitting a CAP without sufficient detail is in direct violation of the National Guard Youth ChalleNGe Program Cooperative Agreement (NGYCP-CA) and may result in the temporary withholding of cash payments pending correction of the deficiency by the grantee or more severe enforcement by the grantor. Without proper oversight of the CAP strategies, the Program likely will have unresolved systemic issues that may lead to Significant Findings in subsequent inspections. National Guard Youth ChalleNGe Operational Instruction Section 1-3 states, "Also, failure on the part of the State to comply with specific actions required by an NG-J1-AY assessment to bring the Program into compliance may result in a withholding of Federal funds by the USPFO until corrective action is taken."

10. a. FINDING: (Systemic) South Carolina Youth ChalleNGe Academy (SCYCA) did not meet all requirements of the biennial Director's Self-Assessment (DSA). (Program Level, Item # 40c)

  b. DISCUSSION: National Guard Youth ChalleNGe Program Cooperative Agreement, Section 201, paragraph d (3) requires Program Directors to perform a biennial operational self-evaluation. SCYCA was required to complete the Self-Assessment and to identify all areas of noncompliance and unsatisfactory performance. The purpose of this Self-Assessment is to provide NGB-J1-Y (Program Office) with the assurance that each program is operating in compliance with standards and within acceptable ranges of performance. The Director's Self-Assessment is an integral part of the Program's next onsite inspection. The Inspection Team will evaluate the content of the Director's Self-Assessment to determine its validity and efficacy.

The Program Director addressed all key indicators in the Financial Performance component of the DSA checklist. The Program Director did not identify all areas of noncompliance in the Compliance component of the DSA. A review of the DSA revealed that the Program Director did not accurately assess the following areas of noncompliance identified during the current inspection: The Program Director did not submit the PFY 19 State Plan with the proposed annual budget, the Program does not have a proper mechanism for receiving donations, and Cadre uniforms exceed the $300 reimbursement threshold.

  c. RECOMMENDATION: The Inspection Team takes a critical look at the last DSA submitted to the Program Office when they perform an onsite inspection. Inspectors validate that the DSA was submitted on time, that all areas of noncompliance and unsatisfactory performance were identified. After completion of the onsite inspection, whether all identified areas of non-compliance were resolved and unsatisfactory performance increased to a rating of Marginal or better. When completing and submitting the DSA to Program Office, the Program Director must thoroughly review

each requirement. If the Program Director is, unsure whether particular items comply or not, she should seek further guidance from the Program Office. An honest, unbiased look at the standards is necessary to make any needed changes to ensure the Program is moving toward 100% compliance and satisfactory or better performance.

   d. **IMPLICATION:** Failure to identify noncompliance issues in the DSA gives the Program Office an inaccurate appraisal of SCYCA's status and may result in the Program being at risk of not sustaining operational capabilities and accomplishing performance objectives. Without a comprehensive, accurate DSA, the Program Office cannot address systemic areas of noncompliance or identify programs with unsatisfactory performance. Identifying these Programs assist the Program Office in determining where to provide limited resources. The frequency of future inspections will be every three years, making the submission of an accurate DSA critical for the Program Office to maintain proper oversight.

11. a. FINDING: Triannual reviews for South Carolina Youth Challe*NG*e Academy (SCYCA) were not conducted as required. (Federal/State Oversight, Item # 63)

   b. **DISCUSSION:** Department of Defense Financial Management Regulation (DODFMR) 7000.14R, Volume 3, Chapter 8 Section 0816 states in part, "To ensure that obligations are liquidated before canceling, obligations related to appropriations that will cancel on September 30th of the current fiscal year must be reviewed during the May 31st Triannual Review period. Triannual Reviews should be particularly rigorous in reviewing commitments and obligations of appropriations prior to their expiration. Attaining the DoD's Triannual Review goals is contingent on the effective integration and synchronization of the Funds Holder (Resource Manager), Accounting, Program Management, Contracting Officers, and Acquisition/Logistics efforts during each Triannual Review process. The responsibility for successfully completing Triannual Reviews is a collaborative effort. The integrating of all the stakeholders into the review process will allow for an effective review. From a financial audit perspective, one outcome of a well-executed and documented Triannual Review is to provide evidence of the reasonableness of open balances in support of auditable financial statements." DODFMR 7000.14R, Volume 3, Chapter 8 Section 081602 titled "Triannual Reviews of Commitments, Obligations, Accounts Payable, Unfilled Customer Orders, and Accounts Receivable states, "A. The Triannual Review process is an internal control practice. The Funds Holder, with assistance from supporting Financial Managers, must review commitments, unliquidated obligations, accounts payable, unfilled customer orders (UFCO), and accounts receivable transactions, for validity, accuracy, and completeness not later than 30 calendar days after each of the four month periods ending on January 31st, May 31st, and September 30th of each fiscal year. In addition, the Triannual Review will ensure that the SFIS Transaction Library has been adhered to for recording the proprietary and budgetary transactions. B. Funds provided from a granting to performing organization (reimbursable) are subject to the same scrutiny as all other appropriations. Both the granting and performing organizations must review the status of the reimbursable funds utilizing the same level of criteria and oversight as all

appropriated funds. Granting organizations are only responsible for reviewing their side of the transaction, while performing organizations are responsible for reviewing their side of the transaction. Components should also review Reimbursable Orders for conformance with the Economy Act or other applicable statutory authority for the Reimbursable order. Non-Economy Act orders should be reviewed to ensure that the interagency agreements (Memorandums of Agreement/Service Level Agreements) are consistent with DoD policy. C. Suballotted funds are subject to the same scrutiny as direct funds. Granting agencies must include suballotted funds in their triannual review population. Because granting organizations do not have visibility into execution data, performing organizations are responsible for assisting the granting organization in completing the review. This support includes providing source documents, contract or payable status, and financial analysis, as requested by the granting organization. Granting and performing organizations should develop formal memorandums of understanding to document the specific support requirements for suballotted funding." DODFMR 7000.14R, Volume 3, Chapter 8 Section 081606 Responsibilities of Funds Holder states, "The Funds Holder is responsible for conducting reviews of commitments, unliquidated obligations, accounts payable, UFCO, and accounts receivable, irrespective of whether the Funds Holder or the Financial Manager actually records the commitments or obligations in the official accounting records. This responsibility is placed on the Funds Holder because the Funds Holder initiates those actions that result in commitments, obligations, payables and receivables and, therefore, is in the best position to determine the accuracy and the status of such transactions. The Funds Holder should complete the following procedures no later than 30 calendar days after the Triannual Review Date (each of the four month periods ending on January 31st, May 31st, and September 30th of each fiscal year)."

During the inspection, the Resource Management Inspector reviewed Youth Challe*NG*e Cooperative Agreement files for Program Fiscal Year (PFY) 17 and PFY 18. Although some triannual reviews were conducted, the results of the reviews were not utilized to effectively manage and address the areas of concern as needed. Documentation to validate that the required triannual reviews were held with all stakeholders present could not be provided for PFY 17 (May 31 and September 30) and PFY 18 (January 31 and May 31). A review of PFY 17 indicates there is a balance of $246,334.87 which has not been executed and will likely result in growback. As a result, the triannual reviews conducted are not effective.

The lack of effective triannual reviews is further complicated because SCYCA does not have a dedicated Budget Officer employed at the Program. The Budget Officer's duties include fiscal management of the Youth Challe*NG*e Program **and** processing State finances, to include oversight of other Cooperative Agreements. The fact that the Budget Officer is attempting to perform multiple responsibilities from a remote location appears to be hindering the financial success of the SCYCA.

   c. **RECOMMENDATION:** It is imperative that all stakeholders, including the United States Property and Fiscal Officer, Grants Officer Representative, Federal Program Manager, Grantee (State), SCYCA Director and Budget Officer attend and execute

effective triannual reviews to facilitate effective communication and collaboration, and to establish mutually agreed upon goals. Understanding the complex nature of the Youth ChalleNGe Cooperative Agreement funding is paramount. Retaining records with necessary supporting documentation reflecting a clear audit trail for all transactions is also essential.

   d. **IMPLICATION:** Failure to comply with law, policy, and doctrine that govern the Youth ChalleNGe Program not only increases the potential for fraud, waste, and abuse but also the potential for an Anti-deficiency Act violation and investigation in accordance with National Guard Pamphlet Army Regulation 37-1, paragraph 3-4b.

12. a. FINDING: (Systemic) The Grants Officer Representative (GOR) did not process all Cooperative Agreement (CA) modifications into the Defense Assistance Awards System (DAADS) within the required timeframe. (Federal/State Oversight, Item # 71).

   b. **DISCUSSION:** National Guard Regulation (NGR) 5-1, paragraph 10-2c states, "Grants officers, through their grant officer's representatives, are responsible for reporting directly to DMDC/SIAD, through DAADS, within 15 days of award/modification date."

The Resource Management Inspector reviewed Program Fiscal Years (PFY) 17 and PFY 18 DAADS input. The GOR could not provide verification of DAADS input for either of the two years requested. The current GOR has been in this position since June 2016 and inherited a backlog of modifications that had not been entered into DAADS. The GOR stated that he had been entering oldest modifications first rather than entering the most current modifications and working back. Consequently, he continues to have a backlog of current modifications awaiting input. To date, two modifications for PFYs 17 and 18 have not been entered into DAADS.

   c. **RECOMMENDATION:** The GOR must immediately enter modifications into DAADS as the modifications are received. Additionally, the GOR must develop and implement a process to ensure that when he receives Funding Allocation Documents (FADs), modifications are processed in a timely manner and entered into DAADS within the regulatory timeframe.

   d. **IMPLICATION:** Failure to input CA modifications into DAADS is a direct violation of NGR 5-1 paragraph 10-2c. This exposes South Carolina Youth ChalleNGe Academy to increased Congressional scrutiny and may result in future funding reductions, or termination of the Program.

13. a. FINDING: The South Carolina Youth ChalleNGe Academy (SCYCA) National Guard Youth ChalleNGe Program-Cooperative Agreement (NGYCP-CA) file did not contain the minimum required documentation and was not labeled in accordance with AR 25-400-2. (Federal/State Oversight, Item #'s 75b-c)

b. DISCUSSION: National Guard Regulation (NGR) 5-1 paragraph 2-3a(2) and (3) states, "The GOR shall establish and maintain a file for each Master Cooperative Agreement (MCA) and each of its appendices, each Military Construction Cooperative Agreement (MCCA) and each Special Military Project Agreement approved for the state/territory. (1) Establishing an MCA, MCCA and associated appendices and Special Military Project Agreements requires the GOR to: *(a)* Complete the agreement using the format provided on the NGB-PARC-A website. *(b)* Coordinate the staffing of or obtain required legal reviews. *(c)* Ensure agreements have all required signatures. *(d)* Distribute the agreement to all concerned parties. (2) Each MCA file must, as a minimum, include: *(a)* A copy of the grants officer's letter of designation. *(b)* A copy of the GOR's appointment memorandum and any other documentation describing the GOR's duties and responsibilities. *(c)* The original, executed MCA and all documentation supporting the MCA. *(d)* Copies of modifications to the MCA, if applicable and all documentation supporting the modification. *(e)* Documentation of all actions in support of the agreement. (3) Each MCA Appendix file must, as a minimum, include: *(a)* The original, executed agreement and all supporting documentation. *(b)* Funding documents. *(c)* Copies of modifications thereto. *(d)* Documentation of all actions associated with the agreement." NGR 5-1 paragraph 2-3e (2) states "Records shall be numbered/labeled IAW AR 25-400-2.**"**

The Grants Officer Representative is in the process of restructuring the current filing system. The GOR disassembled all files from 2015 to current; as a result, the documentation for Program Fiscal Year (PFY) 16 and PFY 17 was not physically contained in a file. The GOR had numerous stacks of documents in his office that were in the process of being sorted and refiled. The GOR provided the PFY 18 file for review; however, the file did not include documentation of all actions in support of NGYCP-CA. Specifically, the file was missing the following documentation: DAADS input for PFY 18; the host installation agreement; and, documentation reflecting submission of the quarterly reports to the Program Office. The GOR stated that his predecessor left the office in a state of chaos and disarray and that he has been actively working on reorganizing and restructuring the workflow of his office.

c. RECOMMENDATION: The GOR must give additional attention to completing the reorganization of his office as soon as possible. Each Cooperative Agreement file must contain sufficient detail as to provide a clear audit trail of all transactions. The GOR must ensure that all required and necessary documentation associated with the agreement is maintained in the NGYCP-CA file to include Defense Assistance Awards System (DAADS) printouts, external agreements, contracts, annual budget submission, quarterly budget submissions, and reconciliations. Additionally, it is highly recommended that the GOR simultaneously develop an electronic repository (shared drive) to ensure documentation is always accessible. In doing so, access to necessary supporting documentation would not be reliant upon an individual and a clear audit trail would be readily available.

d. IMPLICATION: Failure to comply with policy, law, and doctrine not only increases the potential for fraud, waste, and abuse but also the potential for an Anti-Deficiency Act violation and investigation, in accordance with National Guard Pamphlet Army Regulation 37-1, paragraph 3-4d (7).

Program/State:	**South Carolina Youth ChalleNGe Academy/ SC**
Date:	**11-13 December 2018**
Functional Area:	**Resource Management**
Compliance Rate:	**84.52%**
	Izzy McPhail/Rita Segui
Analysts's Information:	**imcphail@aluiiq.com/rsegui@alutiiq.com**
	904-814-7724/904-814-6698

TASK: Manage National Guard Youth ChalleNGe Program federally appropriated/allocated funds.

CONDITION: Given an assignment to manage federally appropriated funds or allocated funds for the Youth ChalleNGe Program, ensure effective, proper fund control and management of these funds IAW applicable Department of Defense (DoD), Defense Finance and Accounting System (DFAS), Service Regulations, and National Guard Bureau regulations and references. The period of review dates back to the last closed Cooperative Agreement and/or the last inspection as needed to determine systemic compliance.

STANDARD: Comply with the requirements and standards articulated in the following references: 32 CFR 33.32 dated 28 Feb 2005, AR 11-2 dated 4 Jan 2010, NG PAM (AR) 37-1 dated 15 Sep 1999, NGR 5-1 dated 28 May 2010, Chief National Guard Bureau Instruction 9350.01 dated Nov 2015, National Guard Youth ChalleNGe Program-Cooperative Agreement (NGYCP-CA) 4001 dated Oct 2015, National Guard Youth ChalleNGe Operational Instruction (NGYC-OI) dated Oct 2015, Grants Cooperative Agreements Policy Letter (GCAPL) #16-4 dated 21 Jul 2016, National Guard Youth ChalleNGe Program-Cooperative Agreement (NGYCP-CA) 4001 dated Jan 2015 (Sections VI and VIII), Grants Cooperative Agreements Policy Letter (GCAPL) #15-2 dated 28 Jan 2015, and National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016, ChalleNGe Program Publication 1 (CP-1) dated 23 Sep 2009, and ChalleNGe Program Publication 3-1 (CP 3-1) dated 30 Sep 2010, National Guard Youth ChalleNGe Program (NGYCP) Cadet Meal Reimbursement Rate Change Memo dated 19 Jan 18 and NGB-J1-Y Policy Memo Deletion of Master Cooperative Agreement (MCA) 100% Federal Funding for Training dated 23 March 2018, DoD 7000.14-R Volume 1, Chapter 9 dated February 2016.

Terminal Task	Item	Enabling Task
	Program Level	
NO GO	**1. Has the Budget Officer complied with the responsibilities as described in the Chief National Guard Bureau Instruction 9350.01?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 10.* *Inspected Items: See questions 1a-1b below.*	
	1a. Did the Budget Officer develop an annual budget to submit for the Program Director's review and approval? *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 10.* *Inspected Items: Current budget with supporting documentation.*	GO

	1b. Did the Budget Officer attend quarterly reviews as directed by the USPFO and GOR? *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 10.* *Inspected Items: Sign-in documentation or email transmission.* Quarterly meetings are held with FPM, Director, Deputy, Supply Sgt, Admin Coordinator and Budget Officer, but are deemed ineffective due to FY 17 $250,000 growback.	NO GO
NO GO	**2. Did the program prepare and submit a budget IAW NGYCP-CA?** *Ref: NGYCP-CA Section 402(b)-(c).* *Inspected Item: The period of review dates back to the last CORE inspection. If there have been no submissions since the last inspection review the most recent submission. See questions 2a-2c below.*	
	2a. Was the budget submitted to NGB-J1-Y not later than 90 days prior to the start of the Program Fiscal Year (PFY)? *Ref: NGYCP-CA Section 402b.* *Inspected Item: Dated documentation that clearly shows transmission to NGB-J1-Y was within the required timeframe.* FY 19 budget submitted 1 Oct 18.	GO
	2b. Did the proposed budget include an updated annual goal-focused State Plan? *Ref: NGYCP-CA Section 402c.* *Inspected Item: Dated documentation that shows the goal-focused State Plan was submitted with the budget submission.* FY 19 State Plan submitted late. SCYCA Director was rewriting State Plan with assistance from Georgia.	NO GO
	2c. Did the proposed budget submission include the certification of State funds? *Ref: NGYCP-CA Section 402c.* *Inspected Item: Dated documentation that demonstrates that a copy of the signed Grantee (State) certification memo was submitted as part of the budget submission.* FY 19 certification of State funds was emailed 10 Oct 18. Mr. White, Chief, NGB-J1-Y approved due to hurricane and flooding in SC.	GO
N/A	**3. Is all Program Income added to the budget as a Grantee (State) contribution?** *Ref: NGYCP-CA, Section 405 and NGR 5-1 paragraph 6-2a.* *Inspected Item: Program Budget. Note: IAW NGR 5-1, paragraph 6-2a, Program Income cannot be used to meet any of the state match requirement nor will it result in an increase in the level of federal funding.* SCYCA DFAC does not generate program income.	

GO	**4. Are costs for food and equipment provided by the U.S. Department of Agriculture through the School Lunch Program accounted for in the approved budget plan?** *Ref: NGYC-OI Attachment 1, Section 1-5a.* *Inspected Item: All postings of funds to the YCP account made since the last inspection.* SCYCA Budget Officer reduces amount reflected in budget for DFAC costs by anticipated reimbursement.	
GO	**5. Does the Program have a process in place to ensure all costs associated with the host installation are being properly charged? (Recommended)** *Ref: CP 3-1 Chapter 1, 3B.* *Inspected Item: Review the following items: any active agreements, work order requests, completed work orders, invoices, and requests for payment.* IIC dated 29 Sep 16.	
GO	**6. At State owned/operated or leased dining facilities, are meals consumed by the Program tracked and applicable funds reimbursed within standards?** *Ref: NGYC-OI Attachment 1, Section 1-5 and NGYCP Cadet Meal Reimbursement Rate Change Memo.* *Inspected Item: See questions 6a-6d below.*	
	6a. Are meals consumed by visitors at a dining facility operated by the State tracked and treated as program income? *Ref: NGYC-OI Attachment 1, Section 1-5a(1)(c).* *Inspected Item: Obtain copies of dining facility visitor logs and food service records. Ensure that the amount collected is included as part of the program income, regardless of the federal contribution reflected in the agreement.* SCYCA DFAC is State-contracted.	N/A
	6b. Are reimbursed food service costs to the State from the Federal Government no more than $25 per day, per cadet? *Ref: NGYC-OI Attachment 1, Section 1-5a(1)(a) and NGYCP Cadet Meal Reimbursement Rate Change Memo.* *Inspected Item: Ensure the amounts reimbursed for meals consumed do not exceed the allowable amount authorized. Reconcile cost of food provided against cadet consumed meals.* Daily cost per cadet: $13.50; B: $4.00; L: $5.00; D: $3.50; S: $1.00.	GO
	6c. If the Federal Government operates the dining facility, does the Federal Government reimburse the State only for meals provided to cadets? *Ref: NGYC-OI Attachment 1, Section 1-5a(2).* *Inspected Item: Obtain copies of reimbursement requests and compare against the dining facility sign-in logs.* SCYCA DFAC is State-contracted.	N/A

	6d. If the Federal Government operates the dining facility, does the program reimburse Cadre who are in direct supervision of Cadets at the time of meals the cost of those meals as part of their salary? *Ref: NGYC-OI Attachment 1, Section 1-5a(2).* *Inspected Item: Review reimbursement vouchers for Cadre meals (random sample 25%).* SCYCA DFAC is State-contracted.	N/A
GO	**7. Is food provided at special events consumed only by Cadets and allowable staff?** *Ref: NGYCP-CA Section 305e and NGYC-OI Attachment 1, Section 1-5a.* *Inspected Item: Obtain copies of sign-in logs for specific events. Conduct a random sample of food logs during special events to ensure that family members and guests did not eat at the event.*	
NO GO	**8. Are Quarterly Reports submitted not later than 30 days after the end of each quarter?** *Ref: NGYCP-CA Section 402a(3).* *Inspected Item: All Quarterly Reports since the last inspection.* Systemic: 7 quarterly reports were due since the last inspection (Dec 16). None were submitted by the timeline. This is the 5th time this requirement has been non-compliant.	
N/A	**9. Did the Program obtain prior written approval from the Program Office (NGB-J1-Y) for any budget changes in excess of 10% of the total approved operating budget?** *Ref: NGYCP-CA Section 401c* *Inspected Item: Verify Program Office (NGB-J1-Y) approval documentation.* *Note: This may be in email or memoranda form.* SCYCA has not encountered budget line items changes in excess of 10% of the total approved budget.	
GO	**10. Does the Program maintain an informal commitment ledger?** *Ref: NG Pam (AR) 37-1 paragraphs 3-4 and 3-5, DoDFMR Vol 14 Chapter 2, Section 0202.* *Inspected Item: See questions 10a-10b below.*	
	10a. Is the informal commitment ledger current? *Ref: DoDFMR Vol 14 Chapter 2, Section 020203* *Inspected Item: Verify the information on the ledger is accurate and current.*	GO
	10b. Does the ledger contain sufficient detail to ensure unliquidated obligations/disbursements are justifiable and still valid? *Ref: NG PAM (AR) 37-1, paragraphs 3-4 and 3-5* *Inspected Item: Verify the mechanism used can provide the necessary information.*	GO

GO	**11. Does the Program have a Standing Operating Procedure (SOP) for budget management? (Recommended)** *Ref: NGYCP-CA Section 201d(3).* *Inspected Item: Current SOP.*	
GO	**12. Has the Program Director reviewed and updated standard operating procedures biennially to align with current guidance?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.j.* *Inspected Item: Cover memo dated and signed by the Program Director validating the required SOP has been reviewed and updated.*	
NO GO	**13. Does the Program have a mechanism for receiving donations and/or grants? (Recommended)** *Ref: ChalleNGe Publication 3-1 Chapter 1, paragraph 1A* *Inspected Item: Written process or procedure for receiving donations. Note: If the donations are received by a non-profit organization, the SOP or by-laws for the non-profit will be reviewed.* The South Carolina National Guard Youth Challenge Academy Foundation, INC By-Laws provided were not signed or dated. Articles of incorporation were not available.	
GO	**14. Has the Program ensured that personnel costs do not exceed 80% of the total annual funding level or the approved Federal GS level salaries?** *Ref: NGYCP-CA Section 305a and Attachment 1, Section 1-9a* *Inspected Item: Budget documentation showing total personnel costs. The period of review includes the current budget year and the prior year. Note: Personnel costs shall not exceed 80% of the total annual funding level. Cost of Living Allowance (COLA) may be added to the GS level, Step 10, as locally applicable. Grantee programs may select any combination of positions authorized by the Staffing Model at their level of organization (100, 144, 175, 200, or 400). Programs that exceed the approved GS level or the 80% cap limitations are authorized to do so using state discretionary funds (not state match dollars).* FY 16 personnel costs totaled $2,658,475.42 equating to 73% of approved budget. FY 17 personnel costs totaled $2,465,377.50 equating to 67% of approved budget.	
GO	**15. Does the Program have a mechanism to track expended funds for Cadets?** *Ref: NGYCP-CA Section 305b(1)-(9).* *Inspected Item: The period of review dates back to the last CORE inspection except for question 16d. See questions 16a-16d below.*	

	15a. Are cadet laundry expenses limited to no more than $10 per week per cadet (bulk items and dry-cleaning between cycles are exempt)? *Ref: NGYCP-CA Section 305b(3).* *Inspected Item: Purchase orders and/or receipts for cleaning services. Note: This will be marked N/A if the program provides access to clothing washers and dryers for personal cadet laundry.* SCYCA provides washers and dryers for cadet use.	N/A
	15b. Are field trip expenses limited to no more than $25 per month, per cadet? *Ref: NGYCP-CA Section 305b(2).* *Inspected Item: Purchase orders and/or receipts for field trips. Note: The total cost of all trips will be divided by the number of cadets attending.* Youth Learning Institute field trip is $35. per cadet. Exception to policy (ETP) was granted by NGB-J1-Y Program Manager.	GO
	15c. Are cadet weekly living allowances limited to no more than $15 per week? *Ref: NGYCP-CA Section 305b(4).* *Inspected Item: Tracking system for living allowances. Note: The requirement to limit cadet weekly living allowances implies some form of discrete tracking system to be able to demonstrate compliance.* SCYCA pays a cadet living allowance in the amount $10.00.	GO
	15d. Are cadet graduation stipends limited to no more than $2,200? *Ref: NGYCP-CA Section 305b(9).* *Inspected Item: Canceled checks or other documentation that shows the total value of the stipend. Note: The period of review for this question will include sufficient time to determine compliance.* SCYCA graduation stipends do not exceed $2,200.	GO
GO	**16. Does the Program collect issued clothing items from non-graduating cadets?** *Ref: NGYC-OI Attachment 1, Section 1-8a(1)(b).* *Inspected Item: Former cadet clothing records, turn-in documents, and/or SOP. Note: Failure to return these items will result in the cost being withheld from the accrued allowance for expenses.*	

GO	**17. When a cadet graduates, does the Program pay the balance of the remaining weekly living allowance from funds issued during the class cycle to that cadet?** *Ref: NGYC-OI Attachment 1, Section 1-6e.* *Inspected Item: Documentation showing the payment was made.* Initial: In NGB Class 51, 41 cadets were dismissed, 14 of those cadets had balances remaining in their accounts. SCYCA had not issued checks to two of the fourteen cadets. Final: Checks were issued to the two cadets.	
N/A	**18. Do all Program volunteers sign a waiver against any and all claims against the Government?** *Ref: NG PAM (AR) 37-1 Chapter 3, paragraph 3-4c(8).* *Inspected Item: Listing of volunteers reconciled against waiver file.* SCYCA does not currently allow volunteers at the Academy.	
N/A	**19. Does the Program reimburse guest speakers IAW the limitations in the NGYCP-CA?** *Ref: NGYCP-CA Section 305b(8).* *Inspected Item: The period of review dates back to the last inspection. See questions 19a-19b below.* SCYCA does not currently utilize guest speakers.	
	19a. Does the Program limit guest speaker reimbursements to no more than the daily wage rate for a GS-15? *Ref: NGYCP-CA Section 305b(8).* *Inspected Item: Documentation showing amounts paid to guest speakers.*	N/A
	19b. Does the Program limit guest speaker travel reimbursements to no more than the rates defined in the JFTR? *Ref: NGYCP-CA Section 305b(8).* *Inspected Item: Documentation showing amounts paid to guest speakers.*	N/A
NO GO	**20. Does the Program limit uniform expenses for Cadre to $300 per year?** *Ref: NGYC-OI Attachment 1, Section 1-8a(3) and Section 305c(1).* *Inspected Item: Cadre clothing records, expense reports, purchase orders, and/or receipts. The period of review dates back to the last inspection. Note: This requirement will NOT be inspected in the aggregate. A specific cost per cadre member must be determined.* SCYCA Cadre clothing records indicate that the current issue ranges from $351 to $396.	

GO	**21. Do reimbursements made to the State for costs of required transportation for Cadets exceed the rate of State-leased vehicles?** *Ref: NGYCP-CA Section 305h(2).* *Inspected Item: The state rate for leased vehicles of similar size to that used to transport cadets, and the purchase order or contract for the vehicles used to transport the cadets. The period of review dates back to the last inspection.* *Note: If the state contracting office developed and issued the contract each time (or as a standing contract) transport was required, this question will be marked as a "go".*	
GO	**22. Has the Program complied with the prohibition to purchase vehicles?** *Ref: NGYCP-CA Section 306a.* *Inspected Item: Property book, informal commitment ledger, contracts. The period of review dates back to the last inspection.*	
GO	**23. Has the Program limited Federal reimbursement (less salaries) for public information and recruiting operations to $30,000 or less per Program Fiscal Year?** *Ref: NGYC-OI Attachment 1, Section 1-6a.* *Inspected Item: Documentation to show the date and cost of each expenditure (informal commitment ledger or source document). The period of review dates back to the last inspection.* FY 16, SCYCA utilized $13,507.45. FY 17, SCYCA utilized $2,710.	
GO	**24. Does the Program manage a petty cash fund in compliance with applicable State regulations?** *Ref: State Regulations.* *Inspected Item: Petty Cash management informal commitment ledger or checkbook and copy of operative state laws. The period of review dates back to the last inspection. Note: This also includes cash/donations with monetary value received from any source outside the cooperative agreement in support of the program. If the fund contains purely state discretionary funds (i.e., money not tied to the CA), this question will be marked N/A.*	
NO GO	**25. Does the Program have a system in place for property accountability?** *Ref: NGR 5-1 paragraph 8-2, 32 CFR 33.32(d)(3), AR 735-5 paragraph 2-8, and NGYCP-CA Section 1001.* *Inspected Item: See questions 25a-25d below*	
	25a. Has the Program established a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of property? *Ref: 32 CFR 33.32(d)(3) AR 735-5, paragraph 2-8, and 5-1, paragraph 8-2c(3).* *Inspected Item: Review the Supply records.* SCYCA Logistics Officer does not have a mechanism which accounts for all Program property.	**NO GO**

	25b. At a minimum, does the Program conduct a physical inventory at least every two years of all property? *Ref: 32 CFR 33.32(d)(2), NGR 5-1 paragraph 8-2c, and NGYCP-CA Section 1001b.* *Inspected Item: Validate that a complete property inventory is being conducted at least every two years.* State inventories were conducted on 27 April 2017 and 19 June 2018.	GO
	25c. At a minimum, does the Program reconcile the results with the property accountability records? *Ref: 32 CFR 33.32(d)(2), NGR 5-1 paragraph 8-2c, and NGYCP-CA Section 1001b.* *Inspected Item: Validate that the Program reconciled the results with the property accountability records.*	GO
	25d. Does the Program properly dispose of equipment? *Ref: 32 CFR 33.32(e) and NGR 5-1 paragraph 8-2d.* *Inspected Item: Verify disposition records.* The Logistics Officer provided disposition records for 2017-2018.	GO
N/A	**26. Does the Program properly manage property acquired through In-Kind Assistance (IKA)?** *Ref: NGR 5-1 paragraph 8-2a-b and AR 735-5 paragraph 2.* *Inspected Item: Federal Property Book. Note: In Kind Assistance is property purchased by the Federal Government and provided to the programs in lieu of funds to meet NGB's cost share. It also occurs when the USPFO allows the program to use the federal procurement system to obtain goods or services.* To date, SCYCA has not used IKA.	
N/A	**27. Does the Program have a mechanism in place to track funds used in support of IKA purchases?** *Ref: NGR 5-1 paragraph 11-7a.* *Inspected Item: MOD showing the movement of funds out of the agreement and the internal tracking system.* To date, SCYCA has not used IKA.	
<mark>**NO GO**</mark>	**28. Unless prohibited by State law, has the Program properly managed and accounted for property purchased by the Grantee (State) in accordance with regulatory guidance?** *Ref: NGR 5-1 paragraph 8-2c(1)-(4).* *Inspected Item: See questions 28a-28d below. The period of review dates back to the last inspection.*	
	28a. Does the Program maintain property records for state owned property? *Ref: NGR 5-1 paragraph 8-2c(1).* *Inspected Item: State Property book.*	GO

	28b. Does the Program track state owned property by the following categories: **- description of the property** **- a serial number or other identification number** **- the source of property** **- who holds title** **- the acquisition date** **- the cost of the property** **- the percentage of Federal participation in the cost of the property** **- the location, use and condition of the property** **- disposition data including the date of disposal and sale price** *Ref: NGR 5-1 paragraph 8-2c(1).* *Inspected Item: Property Book.* Initial: The State Asset listing and SCYCA hand receipts did not contain all required categories. The following could not be identified, the source of property, who holds the title, the acquisition date and the percentage of federal participation in the cost of the property.	NO GO
	28c. At least once every two years has a physical inventory of the property been conducted. *Ref: NGR 5-1 paragraph 8-2c(2) and CFR 33.32(d)(2).* *Inspected Item: Property inventory, point of contact information, signature, and date of completion.*	GO
	28d. Upon completion of the mandatory property inventory, are the results reconciled with the previous grantee property records and reported to the Grantor? *Ref: NGR 5-1 paragraph 8-2c(2)* *Inspected Item: Correspondence verifying transmittal of reconciled property inventory. Documentation must include date of completion, point of contact information and signature.* Initial: The SCYCA Logistics Officer could not provide documentation to validate the property inventory was provided to the Grantor. Final: The Logistics Officer provided the Grantor the property inventories for 2017 and 2018.	GO
GO	**29. Has damage to or loss of Program property or equipment been reported and investigated IAW with State policy?** *Ref: NGR 5-1 paragraph 8-4d.* *Inspected Item: Dated documentation to show the date of loss or damage, the circumstances and description of the item(s) lost or damaged.* Property that could not be found during the FY 2017 inventory was reported to the State and investigated. The State removed the missing items from the SCYCA property book.	

GO	**30. Did the Program notify the Grantee (State) of intention to dispose of Cooperative Agreement purchased equipment?** *Ref: NGYCP-CA Section 1001a and NGR 5-1 paragraph 8-2b.* *Inspected Item: Correspondence indicating name/nomenclature of item and serial number or identification code.*	
NO GO	**31. Has the Program Director implemented adequate management and internal controls to protect Federal and State interests?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.e.* *Inspected Item: Documentation reflecting Program Director's management and internal controls, i.e. a completed risk assessment or management control checklist.* Systemic: SCYCA Director was appointed 2 February 2018. To date a risk assessment has not been conducted.	
GO	**32. Has the Program Director reviewed all obligations to ensure they are valid and justifiable requirements?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.h.* *Inspected Item: A Memorandum for Record (MFR) signed by the Program Director (PD) indicating when the PD conducted reconciliations, the period of time covered in each reconciliation, funding amounts reconciled, and any discrepancies identified.* The Director approves all purchase requests.	
GO	**33. Has the Program Director verified that Federal and State funds are expended on authorized projects and activities as set forth in the NGYCP-CA and the applicable CNGB issuances?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.d.* *Inspected Item: Informal Commitment Ledger*	
GO	**34. Has the Director completed Cooperative Agreement training within the first year of appointment?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Certificate of training.* Employed: 02 FEB 18 Training Date: 10-11 April 2018	

N/A	**35. Has the Program Director completed Fiscal Law training within the first year of appointment?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Certificate of training.* Employed: 02 FEB 18 Training must be completed no later than 02 FEB 2019. The Director was advised to seek guidance from the Program Office in the event she is unable to take the training prior to 02 FEB 2019.	
GO	**36. Has the Budget Officer completed Cooperative Agreement training within six (6) months of appointment?** *Ref: Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.d.* *Inspected Item: Certificate of training.* Employed: Jun 11 Training Date: Training Policy NLT than 1 May 18. Training certified 10-11 Apr 18	
GO	**37. Has the Budget Officer completed Fiscal Law training within six (6) months of appointment?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Certificate of training.* Employed: Jun 11 Training Date: Training Policy NLT than 1 May 18. Training certified 12-13 Dec 17.	
NO GO	**38. Has the Budget Officer completed the mandatory Federal training Budget Course within six (6) months of appointment?** *Ref: National Guard Youth ChalleNGe Program Training Policy dated 11 May 2016.* *Inspected Item: Certificate of training.* Budget Officer was unaware of this requirement until reviewing RM compliance checklist and discussion with Inspector.	
NO GO	**39. Did the Program take corrective action for findings or issues identified in audits or inspections?** *Ref: NGYC-OI Attachment 1, Section 1-2b(5), Section 1-3, and Report of Evaluation Memorandum from Chief, NGB-J1-Y.* *Inspected Item: See questions 39a-39d below.*	
	39a. Did the Program develop a Corrective Action Plan? *Ref: NGYC-OI Attachment 1, Section 1-2b(5), Section 1-3 and Report of Evaluation Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Review Corrective Action Plan.*	GO

	39b. Was the Corrective Action Plan submitted on time? *Note: 30 days from receipt of ROE Memorandum from Chief, NGB-J1-Y for significant findings or 60 days from receipt of ROE Memorandum from Chief, NGB-J1-Y for ROEs without significant findings.* *Ref: NGYC-OI Attachment 1, Section b(5), Section 1-3, and Report Of Evaluation Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Review transmittal email or mail receipt.* SCYCA was directed to submit their CAP on 3 April 2017 but did not submit it until 26 April 2017, missing the deadline by over three weeks.	NO GO
	39c. Did the Corrective Action Plan address each area of non-compliance from the Report of Evaluation? *Ref: NGYC-OI Attachment 1, Section 1-2b(5), Section 1-3 and Report of Evaluation Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Corrective Action Plan and Report of Evaluation.*	GO
	39d. Did each strategy from the Corrective Action Plan resolve the issue of non-compliance? *Ref: NGYC-OI Attachment 1, Section 1-2b(5), Section 1-3, and Report Of Evaluation Memorandum from Chief, NGB-J1-Y.* *Inspected Item: Compare NO-GOs from previous inspection.* Submission of quarterly reports (5th time this requirement has been NO GO), meeting timeline of DAADS input and Director implementing adequate management and internal controls continue to be non-compliant and are cited as Systemic.	NO GO
NO GO	**40. Did the Program fulfill the requirements of the biennial Director's Self-Assessment?** *Ref: NGYCP-CA, Section 201, paragraph d (3), and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Questions 40a - 40d below.*	
	40a. Did the Program complete all components of the Director's Self-Assessment? *Ref: NGYCP-CA, Section 201, paragraph d (3), and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Review copy of Self-Assessment.*	GO
	40b. Was the Program Director's Self-Assessment submitted within the required timeframe included in the Memo from Chief, NGB-J1-Y? *Ref: NGYCP-CA, Section 201, paragraph d (3), and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Review transmittal email or mail receipt.*	GO

	40c. Did the Director's Self-Assessment identify all areas of non-compliance? *Ref: NGYCP-CA, Section 201, paragraph d (3), and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Review copy of Self-Assessment.* Budget Officer attending quarterly reviews, FY 19 State Plan not submitted with budget, SCYCA does not have a proper mechanism for receiving donations, Cadre uniforms exceed the $300 cap, property book does not track four of the nine required categories, Budget Officer has not attended Federal budget training, CA file does not contain required information.	NO GO
	40d. Have all areas identified as non-compliant in the Director's Self-Assessment been brought into compliance? *Ref: NGYCP-CA, Section 201, paragraph d (3), and Chief National Guard Bureau Instruction 9350.01, Enclosure A, paragraph 9.i.* *Inspected Item: Review copy of Self-Assessment.*	GO
	Federa/State Oversight	
GO	**41. Has the Grantee (State) provided certification of cash and non-cash contributions of required matching funds for the current Fiscal Year?** *Ref: NGYCP-CA Section 201b(1).* *Inspected Item: Signed and dated certification memorandum.*	
GO	**42. Did the Grantee (State) provide certification of cash contributions of the required State match for all open years?** *Ref: NGYCP-CA Section 201b(1).* *Inspected Item: Signed and dated certification memorandum.*	
GO	**43. If the Grantee's (State) share of cash funding for the current year is from sources outside the respective Grantee's State appropriation, did the State Comptroller/Treasurer, or designated responsible individual, certify that the funds are available and are exclusively committed for the express purpose of funding the Grantee's (State) share of the Program?** *Ref: NGYCP-CA Section 201b(1)(a).* *Inspected Item: Certification memorandum signed and dated by the State Comptroller or designated state official. Note: There are some situations where funds are provided from outside the state military department, usually from other departments within the state government. In these situations this provision applies.*	
GO	**44. Did the Grantee's (State) contribution equal the minimum funding of 25%, of the NGB-J1-Y approved budget?** *Ref: NGYCP-CA Section 201b(1)(a).* *Inspected Item: Signed and dated certification memorandum.*	

N/A	**45. Did the Grantee (State) credit its share of the cost of In-Kind Assistance against costs claimed for reimbursement or as a credit on an advance payment request?** *Ref: NGR 5-1 paragraph 11-7* *Inspected Item: Verify that the State has not decreased the required 25% State match* To date, SCYCA has not used IKA.	
N/A	**46. Does the Program operate on the ADVANCE PAYMENT method?** *Ref: NGR 5-1 paragraph 11-5 and NGYCP-CA Section 503.* *Inspected Item: See questions 46a-46f below. If the Program does not use the advance payment method, mark N/A.* SCYCA does not use the Advance Payment method.	
	46a. Did the Grantee (State) submit a signed memorandum requesting authority for the advance method to the USPFO NLT 1 Sep for the next Federal fiscal year? *Ref: NGR 5-1 paragraph 11-5a.* *Inspected Item: Signed and dated memorandum.*	N/A
	46b. Does the memorandum include an Estimated Cash Flow Chart prepared IAW NGR 5-1, figure 11-2? *Ref: NGR 5-1 paragraph 11-5a(1) and figure 11-2.* *Inspected Item: Estimated Cash Flow chart.*	N/A
	46c. Does the memorandum contain a statement that the Grantee (State) agrees that all advance payments shall be used solely for authorized services as specified in the NGYCP-CA? *Ref: NGR 5-1 paragraph 11-5a(3).* *Inspected Item: Memorandum. See NGR 5-1, figure 11-1 for an example.*	N/A
	46d. Does the memorandum contain a statement that the Grantee (State) agrees that all books and records shall be made available, on request, for properly authorized representatives of the USPFO, CNGB, the Comptroller General, and if necessary, the State Auditor? *Ref: NGR 5-1 paragraph 11-5a(4).* *Inspected Item: Memorandum. See NGR 5-1, figure 11-1 for an example.*	N/A
	46e. Does the memorandum contain a statement that the Grantee (State) agrees to minimize the time elapsing between the transfer of funds from the U.S. Treasury and their disbursement by the State? (No more than 45 days) *Ref: NGR 5-1 paragraph 11-5a(5).* *Inspected Item: Memorandum. See NGR 5-1, figure 11-1 for an example.*	N/A

	46f. Does the memorandum contain the name, address, telephone number, and email address of the State action officer to contact for additional information or if clarification is required? *Ref: NGR 5-1 paragraph 11-5a(6).* *Inspected Item: Memorandum. See NGR 5-1, figure 11-1 for an example*	N/A
N/A	**47. Does the Grantee (State) submit an updated Estimated Cash Flow Requirements Chart with each monthly or periodic request for a cash advance payment?** *Ref: NGR 5-1 paragraph 11-5a(2).* *Inspected Item: Review each SF 270 showing federal advance payments. There must be an associated Grantee (State) request that corresponds to the SF 270.* SCYCA does not use the Advance Payment method.	
N/A	**48. Did the Grantee (State) place the advance payment amount in an account indicating that it is an advance for the State Army or Air National Guard?** *Ref: NGR 5-1 paragraph 11-5b(1).* *Inspected Item: The federal advance payment will be transmitted on a SF 270. A copy of the SF 270 showing the actual amount of the advance payment will be reviewed, as well as the corresponding state account where these funds were deposited.* SCYCA does not use the Advance Payment method.	
N/A	**49. Did the Grantee (State) issue a check payable to the Disbursing Officer for any balance remaining on the advance at the time the Cooperative Agreement is completed?** *Ref: NGR 5-1 paragraph 11-5b(3).* *Inspected Item: Copy of the check with transmittal memorandum and/or acknowledgement of receipt from USPFO.* SCYCA does not use the Advance Payment method.	
N/A	**50. If applicable, has the Grantee (State) calculated the amount of interest due to the United States on funds advanced to the State?** *Ref: NGR 5-1 paragraph 11-5c(1)(3) and 11-9.* *Inspected Item: Documentation showing the calculation of interest. Note: Payments should be made promptly (at least quarterly). The Grantee may keep interest amounts of $100.00 per year for administrative expenses.* SCYCA does not use the Advance Payment method.	

GO	**51. If the program uses the REIMBURSEMENT method for payment, has the Grantee (State) followed the proper process for requesting reimbursement for all allowable CA costs?** *Ref: NGR 5-1 paragraph 11-4.* *Inspected Item: See questions 51a-51b below.*	
	51a. Has the Grantee (State) provided a SF 270 with supporting documentation to the CA Federal Program Manager for each reimbursement request? *Ref: NGR 5-1 paragraph 11-4a.* *Inspected Item: SF 270's.*	GO
	51b. Has the supporting documentation been itemized by AMSCO, identifying the amount of funds expended and the corresponding Grantee accounting classification to be reimbursed? *Ref: NGR 5-1 paragraph 11-4a.* *Inspected Item: The Lines of Accounting (LOA) on the SF 270's. Note: the LOAs must correspond to entries in the state system.*	GO
N/A	**52. Is Program Income being properly executed by the Grantee (State)?** *Ref: NGR 5-1 paragraph 6-2(a)(b) and 11-6 (a)(c)(e).* *Inspected Item: See questions 52a-52b below.* SCYCA DFAC does not generate program income.	
	52a. Is Program Income received by the Grantee (State) from the Youth ChalleNGe Program? *Ref: NGR 5-1 paragraph 6-2(a).* *Inspected Item: Copies of funds received.*	N/A
	52b. Is Program Income properly credited to the Youth ChalleNGe expenditures by the Grantee (State)? *Ref: NGR 5-1 paragraph 6-2(a).* *Inspected Item: Grantee (State) records indicating the funds received from the Youth ChalleNGe Program AND the funds being credited toward the Youth ChalleNGe Program expenditures.*	N/A
GO	**53. Are costs for food and equipment provided by the U.S. Department of Agriculture (USDA) through the School Lunch Program properly executed by the Grantee (State)?** *Ref: NGYC-OI Attachment 1, Section 1-5a.* *Inspected Item: See questions 53a-53c below.*	
	53a. Are the reimbursements received from the USDA School Lunch Program for the Youth ChalleNGe Program? *Ref: NGYC-OI Attachment 1, Section 1-5a.* *Inspected Item: Copies of funds received.*	GO

	53b. Are the funds received from the USDA School Lunch program properly credited against the Youth ChalleNGe Program? *Ref: NGYC-OI Attachment 1, Section 1-5a.* *Inspected Item: Grantee (State) records indicating the funds received from the Youth ChalleNGe Program AND the funds being credited toward the Youth ChalleNGe Program expenditures.*	GO
	53c. Has the USDA School Lunch Program provided any equipment for the Youth ChalleNGe Program? *Ref: NGYC-OI Attachment 1, Section 1-5a.* *Inspected Item: Grantee (State) records indicating equipment received for the Youth ChalleNGe Program.* USDA School Lunch Program has not provided any equipment to SCYCA.	N/A
GO	**54. Is Centralized Personnel Plan (CPP) used to seek reimbursements for incremental, direct, and personnel costs that are compensation for staff positions that would not exist if CAs did not exist?** *Ref: NGR 5-1 paragraph 5-5c.* *Inspected Item: Review a copy of the CPP, ensure the plan is current, and includes a separate employee breakout.*	
GO	**55. Has the Grantee (State) properly executed documents in preparation of the close out process?** *Ref: NGYCP-CA Section 203, NGR 5-1, paragraph 11-10.* *Inspected Item: See questions 55a-55d below.* FY 17 was reviewed.	
	55a. Within 90 days after the end of the federal Fiscal Year, or upon termination or closeout of an Agreement, whichever is earlier, did the Grantee (State) provide the USPFO a final accounting of all funding and disbursements under the agreement for the fiscal year? *Ref: NGR 5-1, paragraph 11-10b.* *Inspected Item: Final closeout modification.* FY 17 has not been closed. The requirement was discussed with the GOR.	N/A
	55b. In situations where un-liquidated claims and/or un-disbursed obligations will remain 90 days or so thereafter the end of the Program Fiscal Year, did the Grantee (State) provide a written request to the USPFO to keep the agreement open? *Ref: NGR 5-1 paragraph 11-10c.* *Inspected Item: Dated and signed written request to the USPFO.*	GO

	55c. In situations where un-liquidated claims and/or un-disbursed obligations will remain 90 days or so thereafter the end of the Program Fiscal Year, did the Grantee (State) provide a consolidated, detailed listing of all un-cleared obligations? *Ref: NGR 5-1 paragraph 11-10c.* *Inspected Item: A detailed listing of all un-cleared obligations and the projected timetable (date) for their liquidation and disbursement. Note: This listing will normally be an enclosure to the request to keep the agreement open.*	GO
	55d. Did the consolidated, detailed listing of all un-cleared obligations include a projected timetable (date) for their liquidation and disbursements to the USPFO? *Ref: NGR 5-1 paragraph 11-10c.* *Inspected Item: A detailed listing of all un-cleared obligations and the projected timetable (date) for their liquidation and disbursement. Note: This listing will normally be an enclosure to the request to keep the agreement open.*	GO
GO	**56. Did the Grantee (State) receive notification from the USPFO setting a new timetable for the Grantee to submit final accounting and settlement?** *Ref: NGR 5-1 paragraph 11-10c.* *Inspected Item: Notification (memorandum) from USPFO must include the new timetable for submittal of required documents, date, and USPFO signature.*	
GO	**57. Did the Grantee (State) submit subsequent extension requests every 90 days or so thereafter as long as un-liquidated claims or un-disbursed obligations remain?** *Ref: NGR 5-1 paragraph 11-10c.* *Inspected Item: Signed and dated memorandum to the USPFO requesting an extension.*	
GO	**58. Did the Grantee (State) annually certify that the benefit packages for Program employees do not exceed the minimum required by the statute for state employees?** *Ref: NGYC-OI Attachment I, Section 1-9a.* *Inspected Item: Signed and dated certification memorandum.* *Note: This will be marked N/A if the Program is staffed 100% by State employees.*	
GO	**59. Has the Cooperative Agreement Program Manager (CA PM) at the State/Territory level been properly appointed by the USPFO?** *Ref: NGR 5-1 paragraph 1-4e(8) and 1-4h(1).* *Inspected Item: DD Form 577. Note: This is the Federal Program Manager.* Appointed 1 April 2017.	

GO	**60. Has the Cooperative Agreement Program Manager (CA PM) at the State/Territory received Cooperative Agreement Training within the first year of appointment?** *Ref: NGR 5-1 paragraph 1-4h(2).* *Inspected Item: Certificate of training. Note: This is the Federal Program Manager.* Appointment Date: 1 April 2017 Cooperative Agreement Training Date: 10-11 April 2018
GO	**61. Has the Cooperative Agreement Program Manager (CA PM) at the State/Territory level completed related CA training (i.e. Fiscal Law or Finance training) as directed by the TAG/USPFO?** *Ref: NGR 5-1 paragraph1-4 h(3) and DoDFMR Volume 14, Chapter 2, Section 020401, paragraph B3.* *Inspected Item: Certificate of completion/attendance. Note: If the TAG/USPFO has determined a specific frequency of training for the CA PM this must be documented in writing. The Inspected item will reflect this frequency. If there is no documented TAG/USPFO requirement, then the DoDFMR requirement for training every three years applies. Note: This is the Federal Program Manager.* Appointment Date: 1 April 2017 Fiscal Law Training Date: 25-26 June 2015. NOTE: The CAPM is attending Fiscal Law 12-13 December 2018.
N/A	**62. Does the Federal Program Manager adequately manage In-Kind Assistance?** *Ref: NGR 5-1 paragraph 10-4a, 11-7 (a)-(b) and NGYCP-CA Section 406c.* *Inspected Item: Verify request for IKA and supporting documentation.* To date, SCYCA has not used IKA.
NO GO	**63. Are triannual reviews conducted?** *Ref: DoDFMR Volume 3, Chapter 8, Section 0816, DFAS-IN 37-1 Chapter 27, Section 2708, NG PAM (AR) 37-1 Chapter 5-3c, and NGYC-OI Attachment 1, Section 1-26e4A(4).* *Inspected Item: Validate that the reconciliation process has occurred and is documented during each of the four month periods ending on January 31, May 31, and September 30 of the previous and current fiscal years.* Triannual reviews are being conducted; however, they are not effective and do not review all transactions.
GO	**64. Has the USPFO properly appointed a Grants Officer Representative in writing?** *Ref: NGR 5-1 paragraphs 1-4e(7) and 2-2a(2).* *Inspected Item: See questions 64a-64e below.*

	64a. Does the appointment letter define the scope and limitations of the GOR's authority? *Ref: NGR 5-1 paragraph 2-2b(1)-(4).* *Inspected Item: Appointment letter.*	GO
	64b. Does the appointment letter specify the extent and limitations of the GOR's authority to act on behalf of the Grants Officer? *Ref: NGR 5-1 paragraph 2-2b(1).* *Inspected Item: Appointment letter.*	GO
	64c. Does the appointment letter indicate if he/she has the authority to work all agreements or specific agreements only? *Ref: NGR 5-1 paragraph 2-2b(2).* *Inspected Item: Appointment letter.*	GO
	64d. Does the appointment letter state that the appointment is not redelegable? *Ref: NGR 5-1 paragraph 2-2b(3).* *Inspected Item: Appointment letter.*	GO
	64e. Does the appointment letter specify the appointment period covered (specific begin and end date or indefinite)? *Ref: NGR 5-1 paragraph 2-2b(4).* *Inspected Item: Appointment letter.*	GO
GO	**65. Does the Grants Officer Representative (GOR) appointment comply with applicable regulations?** *Ref: NGR 5-1 paragraph 2-2a(1) and 2-2c.* *Inspected Item: See questions 65a-65c below.*	
	65a. Did the GOR acknowledge the appointment in writing? *Ref: NGR 5-1 paragraph 2-2c.* *Inspected Item: Appointment letter.*	GO
	65b. Was a copy of the appointment distributed to all parties within the State/Territory concerned with the cooperative agreement? *Ref: NGR 5-1 paragraph 2-2c.* *Inspected Item: Proof of distribution indicating recipients and date.*	GO
	65c. Is the GOR a Federal employee? *Ref: NGR 5-1 paragraph 2-2a(1).* *Inspected Item: Proof of employment status.*	GO
GO	**66. Has the Grants Officer Representative completed the required training within the first year of appointment to the position?** *Ref: NGR 5-1 paragraph 2-2g.* *Inspected Item: See questions 66a- 66b below.*	

	66a. Has the GOR attended the GOR training within the first year of appointment? *Ref: NGR 5-1 paragraph 2-2g.* *Inspected Item: Dated GOR training certificate.* Appointment Date: 13 November 2016 Initial: The GOR could not provide documentation validating GOR training was taken within one year of appointment. Final: The GOR provided the training certificate indicating training was attended 19-20 June 2017.	GO
	66b. Has the GOR attended the Fiscal Law training within the first year of appointment? *Ref: NGR 5-1 paragraph 2-2g.* *Inspected Item: Dated Fiscal Law training certificate.* Appointment Date: 13 November 2016 Fiscal Law Training Date: 25-26 June 2015 and 12-13 December 2017.	GO
GO	**67. Has the GOR completed the Cooperative Agreement training course?** *Ref: NGR 5-1 paragraph 2-2g.* *Inspected Item: Dated Cooperative Agreement training certificate.* Appointment Date: 13 November 2016 Cooperative Agreement Training Date: 24-25 Jan 17 and 10-11 April 2018	
GO	**68. Has the GOR properly completed and distributed the NGYCP-CA?** *Ref: NGR 5-1 paragraph 2-3a(1).* *Inspected Item: See questions 68a-68d below.*	
	68a. Has the GOR completed the NGYCP-CA using the format provided on the NGB-PARC-A website? *Ref: NGR 5-1 paragraph 2-3a(1)(a).* *Inspected Item: Completed Agreement.*	GO
	68b. Has the GOR coordinated the staffing of or obtained required legal signatures? *Ref: NGR 5-1 paragraph 2-3a(1)(b).* *Inspected Item: Completed Agreement.*	GO
	68c. Has the GOR ensured the CA has all required signatures? *Ref: NGR 5-1 paragraph 2-3a(1)(c).* *Inspected Item: Completed Agreement.*	GO
	68d. Has the GOR distributed the agreement to all concerned parties? *Ref: NGR 5-1 paragraphs 2-3a(1)(d) and 3-4c(2).* *Inspected Item: Proof of distribution indicating recipients and date.* Initial: The GOR could not provide documentation to validate the CA was distributed to all concerned. Final: The GOR distributed the CA to all concerned parties.	GO

GO	**69. Does the Grants Officer Representative maintain a file for the Youth ChalleNGe Program?** *Ref: NGR 5-1 paragraph 2-3a.* *Inspected Item: Separate file for the Youth ChalleNGe Program.* Initial: The GOR did not have the FY 2018 SCYCA file. Final: The GOR complied the SCYCA FY 2018 records into a formal file.	
GO	**70. Does the Grants Officer Representative maintain a current reference library containing the publications outlined in NGR 5-1, paragraph 2-3b?** *Ref: NGR 5-1 paragraph 2-3b.* *Inspected Items: Reference library including the following publications at a minimum: (1) NGR 5-1, (2) Title 32 Code of Federal Regulations, Subtitle A, Chapter I, Subchapter C, Part 33 (DODGARS 3210.6R), hereinafter referred to as 32 CFR 33, (3) Title 2 Code of Federal Regulations, Subtitle A, Chapter II, Part 225, hereinafter referred to as 2 CFR Part 225, (4) DoDI 4000.19. Note: Electronic versions are acceptable.*	
NO GO	**71. Does the Grants Officer Representative use the DoD Assistance Award Action (DAADS) Report System within 15 days of award?** *Ref: NGR 5-1 paragraph 10-2c.* *Inspected Item: GOR will log onto DAADS. If access to DAADS cannot be made, Inspected item is a print out from DAADS that shows the input of awards, modifications and that they were entered within 15 days of being awarded.* Systemic: The GOR has not processed modifications into the DAADS system within required timeline.	
N/A	**72. Was Program Income reported in DAADS as the non-Federal dollars amount?** *Ref: NGR 5-1 paragraph 10-4c.* *Inspected Item: GOR will log onto DAADs or produce DAADs print out.* *Note: Program Income cannot be reported as Federal assistance dollars.* SCYCA DFAC does not generate program income.	
GO	**73. Does the Grants Officer Representative distribute agreements, grants, and policy letters?** *Ref: NGR 5-1 paragraph 2-3d.* *Inspected Item: Proof of distribution indicating recipients and date.* Initial: The GOR could not provide documentation to validate the GCAPLs were distributed to all concerned parties. Final: The GOR distributed the GCAPLs to all concerned parties.	

GO	**74. Has the Grants Officer ensured that adequate Cooperative Agreement Management Controls are in place to protect the Federal government's interests in their State/Territory?** *Ref: NGR 5-1 paragraph 4-2b.* *Inspected Item: Guidance memos, emails that show communication from the GOR requiring the completion of risk inspections and management control check lists. Review most recent USPFO-IR audit and documentation of corrective action taken. Note: USPFO-IR capabilities can assist in this responsibility.* Management Control Checklist dated 11 SEP 2018.	
NO GO	**75. Does the Grants Officer Representative (GOR) properly maintain records?** *Ref: NGR 5-1 paragraph 2-3e(1)-(3).* *Inspected Item: See questions 75a-75c below.*	
	75a. Has the Grants Officer instructed the GOR as to the type of records they are to maintain and distribute? *Ref: NGR 5-1 paragraph 2-3e(1).* *Inspected Item: Memorandum, appointment letter or SOP.*	GO
	75b. Does the NGYCP-CA file contain the minimum required documentation? *Ref: NGR 5-1 paragraph 2-3a(2) and (3).* *Inspected Item: Ensure the following items are contained within the files. (2) Each MCA file must, as a minimum, include:* *(a) A copy of the grants officer's letter of designation.* *(b) A copy of the GOR's appointment memorandum and any other documentation describing the GOR's duties and responsibilities.* *(c) The original, executed MCA and all documentation supporting the MCA.* *(d) Copies of modifications to the MCA, if applicable and all documentation supporting the modification.* *(e) Documentation of all actions in support of the agreement.* The SCYCA files did not have documentation of all actions in support of the agreement. The file did not contain MOA's, MOU's or DFAC agreement.	NO GO
	75c. Are the records numbered and labeled IAW AR 25-400-2, The Army Records Information Management System (ARIMS)? *Ref: NGR 5-1 paragraph 2-3e(2).* *Inspected Item: Ensure the records are labeled and numbered IAW ARIMS.* The files are not labeled IAW AR 25-400-2.	NO GO

GO	**76. Once a cooperative agreement has been closed out, has the GOR forwarded all records pertaining to the agreement to the Grants Officer for retention?** *Ref: NGR 5-1 paragraph 2-3e(3).* *Inspected Item: Access to closed cooperative agreements, filing instructions, and/or filing SOP*	
GO	**77. Are all cooperative agreement records retained for ten years after the final payment or settlement date?** *Ref: DoD 7000.14-R Volume 1, Chapter 9, Figure 9-1.* *Inspected Item: Review close out files.*	
N/A	**78. If any litigation, claim, negotiation, audit or other action involving the cooperative agreement records is started before the expiration of the ten years, have the records been retained until completion of the action and resolution of all issues or until the end of the regular ten years, whichever is later?** *DoD 7000.14-R Volume 1, Chapter 9, Figure 9-1.* *Inspected Item: Interview with GOR and review affected records.* To date, no SCYCA agreements have been re-opened, but GOR is completely familiar with procedures.	
GO	**79. Have cooperative agreement modifications complied with regulatory guidance?** *Ref: NGR 5-1 paragraph 3-11b.* *Inspected Item: See questions 79a-79d below.*	
	79a. Have all requests for funding modifications of a cooperative agreement been initiated by the Cooperative Agreement Program Manager and provided to the GOR for action? *Ref: NGR 5-1 paragraph 3-11b.* *Inspected Item: Review supporting documents for funding modifications. Note: The initiator is the Federal PM.*	GO
	79b. Have all modifications that obligate or de-obligate funds against a cooperative agreement been signed by the Grantee (State) and Grantor? *Ref: NGR 5-1 paragraph 3-11b.* *Inspected Item: Review modifications.*	GO
	79c. Have requests for a modification increase included a certification of funds availability by the Grantee (State)? *Ref: NGR 5-1 paragraph 3-11b.* *Inspected Item: Review modifications.*	GO
	79d. Have requests for a modification decrease included approvals required by the CA? *Ref: NGR 5-1 paragraph 3-11b.* *Inspected Item: Review modifications.*	GO
GO	**80. Has the GOR verified the host installation is properly charging the Program for actual costs? (Recommended)** *Ref: CP 3-1, Chapter 1, 3B* *Inspected Item: See questions 80a-80e below.*	

	80a. If applicable, does an agreement between the Program and the host installation specify the scope and limitations for all parties concerned? *Ref: CP 3-1 Chapter 1, 3B.* *Inspected Item: Review documentation.*	GO
	80b. Is the Program only charged for actual utilities consumed? *Ref: CP 3-1, Chapter 1, 3B.* *Inspected Item: Review documentation.*	GO
	80c. Is the Program only charged for actual costs for maintenance and repair cost? *Ref: CP 3-1, Chapter 1, 3B.* *Inspected Item: Review documentation.*	GO
	80d. Is the Program only charged for actual costs for supplies for maintenance and repair? *Ref: CP 3-1, Chapter 1, 3B.* *Inspected Item: Review documentation.*	GO
	80e. Is the Program only charged for the direct cost of installation employees providing operational support to ChalleNGe facilities or activities based on actual time spent by employees? *Ref: CP 3-1, Chapter 1, 3B.* *Inspected Item: Review documentation.*	GO

December 13, 2018

Chief, Office of Youth Development
111 South George Mason Drive,
AH2, Arlington, VA 22204-1373

During the period 11-13 December 2018, South Carolina Youth ChalleNGe Academy (SCYCA) received a Financial Performance inspection. The Financial Performance inspection consisted of two standards: the Federal Dollar Cost per Cadet and Budget Execution. The enclosure contains the specific metrics, applicable standards, and the results of the inspection.

The Fiscal Years (FY) inspected to determine SCYCA's Financial Performance rating were FYs 2014, 2015, and 2016, which encompassed NGB classes 42-47. The Program received an Unsatisfactory rating in Federal Dollar Cost per Cadet and an Excellent rating in Budget Execution; therefore, the overall rating in the Financial Performance component of the inspection is Unsatisfactory.

The Unsatisfactory rating in the Federal Dollar Cost per Cadet standard is a direct result of the Program not meeting graduation target in two of the three years inspected. The Program's graduation target and actual graduates for FYs 2014, 2015, and 2016 are as follows:

FISCAL YEAR	GRADUATION TARGET	ACTUAL GRADUATES	APPROVED BUDGET	TARGET COST	ACTUAL COST	ACTUAL VS TARGET
2014	200	157	$3,733,333.33	$18,666.67	$23,779.19	127.39%
2015	200	199	$3,733,333.33	$18,666.67	$18,760.47	100.50%
2016	200	219	$3,659,262.67	$18,296.31	$16,708.96	91.32%

The Program's rating of Excellent in the Budget Execution standard is a result of the Program's mediocre execution of funds during the three years inspected. The lack of a dedicated Budget Officer located at SCYCA further complicates the timely execution of program funds. The Program's execution rates for FYs 2014, 2015, and 2016 are as follows:

FISCAL YEAR	APPROVED BUDGET [1]	TOTAL EXPENDED	% EXECUTED
2014	$3,735,333.33	$3,634,111.63	97.29%
2015	$3,737,433.33	$3,737,433.33	100.00%
2016	$3,665,562.67	$3,635,304.96	99.17%

1-Aproved budget includes Federal share, State match, and Travel

If you have any additional questions or concerns, please contact Mrs. Izzy McPhail at (904) 814-7724 / 1-833-294-3571 Opt 2 or email at imcphail@alutiiq.com.

IZZY MCPHAIL
Contractor, Alutiiq
Resource Management Inspector

National Guard Youth ChalleNGe Inspection
Program/State: **South Carolina Youth ChalleNGe Academy/ SC**
Date: **11-13 December 2018**
Functional Area: **Financial Performance**
Overall Rating: **Unsatisfactory**   Overall Score: **192.80**
Izzy McPhail/Rita Segui Analyst's Information: **imcphail@aluiiq.com/rsegui@alutiiq.com** **904-814-7724/904-814-6698**

TASK: Assess the efficiency and economy of the Youth ChalleNGe program.

CONDITION: Review documentation from the past three closed out Cooperative Agreements and documentation covering the period from the most recently closed out agreement to the present date.

STANDARD: The overall score will be equal to the sum of the scores from the two standards. The overall score is converted to the final rating scheme.

1. Cost Per Graduate

TASK: Assess the federal and state cost per graduate.

CONDITION: Using the approved Program Office (NGB-J1-Y) budget (Federal and State dollars) and the total graduates for that year, the cost per graduate will be determined for the three most recently closed cooperative agreements. The cost per graduate metric measures the average federal and state dollar cost share required to support a cadet from recruitment to graduation. First, determine the Federal/State dollar cost per graduate by graduation target by dividing the total federal and state dollars approved by the Program Office (NGB-J1-Y) for a Program Fiscal Year (PFY) by the approved cadet graduation target. Then, determine the actual Federal/State dollar cost per graduate by dividing the amount of approved federal and state dollars by the number of graduated cadets. These calculations are used for the last three closed out Cooperative Agreements. The three percentages are then averaged to determine the final result.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system with 100% being the goal.

    Outstanding: <=102%, Excellent: >102 - 102.7%,

    Satisfactory: >102.7 - 103.3%, Marginal: >103.3 - 104%,

    Unsatisfactory: >104%

EXAMPLE: Program Office federal PFY dollar share: $2,700,000.00
State PFY certified dollar share: $900,000.00
Program Office approved graduation target for the PFY: 200
$2,700,000.00.00 + $900,000.00 ÷ 200 = $18,000.00 (target dollar cost per cadet)

Program Office federal PFY dollar share: $2,700,000.00
State PFY certified dollar share: $900,000.00
Actual number of cadet graduates: 195
($2,700,000.00.00 + $900,000.00) ÷ 195 = $18,461.54 (actual dollar cost per graduate)

$18,461.54 ÷ $18,000.00 = 102.56%

Assuming that the percentages for the other two closed out years are 100.5% and 98.5% then the overall calculation would be (102.6 + 100.5 + 98.5) ÷ 3 = 100.5% making the program **OUTSTANDING** in this standard.

Federal Dollar Cost Per Graduate Calculation

Calculation: Compute for last three closed out Federal fiscal years.

FY: 2014	NGB Class - 42	Class Dates:	6-Jan-14	11-Jun-14
	NGB Class - 43	Class Dates:	14-Jul-14	10-Dec-14

1. Program Office federal dollar share: $2,800,000.00
2. State dollar share: $933,333.33
3. Program Office approved number of cadets targeted to graduate: 200
4. Program Office federal dollar / state dollar cost per cadet (1+2)÷3: $18,666.67
5. Number of actual cadet graduates: 157
6. Actual Federal/State dollar cost per cadet (1+2)÷5: $23,779.19
7. Percentage (6÷4): 127.39%

FY: 2015	NGB Class - 44	Class Dates:	5-Jan-15	10-Jun-15
	NGB Class - 45	Class Dates:	6-Jul-15	9-Dec-15

1. Program Office federal dollar share: $2,800,000.00
2. State dollar share: $933,333.33
3. Program Office approved number of cadets targeted to graduate: 200
4. Program Office federal dollar / state dollar cost per cadet (1+2)÷3: $18,666.67
5. Number of actual cadet graduates: 199
6. Actual Federal/State dollar cost per cadet (1+2)÷5: $18,760.47
7. Percentage (6÷4): 100.5%

FY: 2016	NGB Class - 46	Class Dates:	4-Jan-16	8-Jun-16
	NGB Class - 47	Class Dates:	11-Jul-16	14-Dec-16

1. Program Office federal dollar share: $2,744,447.00
2. State dollar share: $914,815.67
3. Program Office approved number of cadets targeted to graduate: 200
4. Program Office federal dollar / state dollar cost per cadet (1+2)÷3: $18,296.31
5. Number of actual cadet graduates: 219
6. Actual Federal/State dollar cost per cadet (1+2)÷5: $16,708.96
7. Percentage (6÷4): 91.32%

Percentage for FY 2014 = 127.39%

Percentage for FY 2015 = 100.5%

Percentage for FY 2016 = 91.32%

Three Year Average: 106.41%

Your Program is Unsatisfactory in this standard.

2. Budget Execution

TASK: Assess budget execution

CONDITION: NG PAM 37-1, paragraph 5-3a, identifies an annual budget execution benchmark rate of 99.9. %. This rate will be used for the Youth ChalleNGe Program's execution target. Measurement of the budget execution metric will be determined by dividing the total dollars (**75%** federal share, **25%** State match and **100%** federal travel) obligated/reserved, as stated on the **final** year end close out modification, by the total dollar amount approved in the State's certification of cash contributions memorandum, signed by the Adjutant General. State overmatch funds will not be considered in this calculation. Any additive funding that changed the federal share will be included in the calculation. This same calculation is used for the past three closed out Cooperative Agreements and the percentages are then averaged to determine the final result.

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system with 99.9% being the benchmark.

> Outstanding: >=99%, Excellent: 98.3 - <99%,
> Satisfactory: 97.7 - <98.3%, Marginal: 97 - <97.7%,
> Unsatisfactory: <97%

EXAMPLE: A program receives $4,200,000.00 in Federal funding and the Adjutant General signs a memorandum certifying that the State match will consist of all cash in the amount of $1,400,000.00. The Program received $50,000.00 in travel funds (Formerly known as Appendix 3). Year end documentation for the last closed out Cooperative Agreement (FY11) shows that a vendor was supposed to provide $25,000.00 in office furniture, but the contract was terminated by the contracting office and no goods were delivered. The cancellation occurred at the end of the program fiscal year and the unspent funds were returned to the National Guard Bureau. The calculation for this closed out year's execution rate follows:

The total budget for FY11 = $4,200,000.00 Federal dollars + $1,400,000.00 State match + $50,000.00 Travel funds= $5,650,000.00

The total dollars executed for FY11 = $5,650,000.00 - $25,000.00 = $5,625,000.00

The execution rate = $5,625,000.00 ÷ $5,650,000.00 = 0.9955, converted to a percentage = 99.6%

Assuming the program had an execution rate of 99.9% in FY09, 98.0% in FY10 and 99.6% in FY11 the overall rating for this standard is: 99.9 + 98 + 99.6 = 297.5 ÷ 3 = 99.16 %

In this example the program is rated as **OUTSTANDING** in this standard.

Budget Execution Calculation				

Calculation: Compute for last three closed out Federal fiscal years. Totals include Federal (75%) and State (25%) dollars. (Do not include State overmatch.)

FY: 2014	Federal Share	State Match	Travel (100%)	Total
Budget	$2,800,000.00	$933,333.33	$2,000.00	$3,735,333.33
Executed	$2,724,083.72	$908,027.91	$2,000.00	$3,634,111.63
Execution percentage rate: 97.29%				

FY: 2015	Federal Share	State Match	Travel (100%)	Total
Budget	$2,800,000.00	$933,333.33	$4,100.00	$3,737,433.33
Executed	$2,800,000.00	$933,333.33	$4,100.00	$3,737,433.33
Execution percentage rate: 100%				

FY: 2016	Federal Share	State Match	Travel (100%)	Total
Budget	$2,744,447.00	$914,815.67	$6,300.00	$3,665,562.67
Executed	$2,723,430.69	$907,810.23	$4,064.04	$3,635,304.96
Execution percentage rate: 99.17%				

Percentage for FY 2014 = 97.29%
Percentage for FY 2015 = 100%
Percentage for FY 2016 = 99.17%
Three Year Average: 98.82%
Your Program is Excellent in this standard.

3. Overall Financial Performance Score and Rating

STANDARD: The performance standard will be rated using an Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory system.

Outstanding: >=197, Excellent: 196 - <197,

Satisfactory: 195 - <196, Marginal: 193 - <195,

Unsatisfactory: <193

Calculation of Overall Financial Performance Score:

To determine a Program's overall Financial Performance Score add the two component scores. Cost per Cadet is floored at 100% and converted to ascending measure (dividing 10,000 by Cost per Cadet raw score) for the overall performance score calculation.

If the Cost Per Cadet Raw Score is below 100.00, the score is floored at 100.00 for the overall Cost Per Cadet Score calculation. Enter 100 only if the Cost per Cadet Raw Score is below 100.00. If not enter the raw score below.

Overall Performance Score		
Component	**Raw Score**	**Sum Score**
Cost per Cadet	106.41	93.98
Budget Execution	98.82	98.82
Overall Score		**192.80**

Your Program is Unsatisfactory overall in Financial Performance.

National Guard Youth ChalleNGe Inspection Pre-Outbrief

Preliminary Results Subject to Change

Program/State: **South Carolina Youth ChalleNGe Academy/ SC**

Date: **11-13 December 2018**

Functional Area: **Operation**

Analyst Information:
Kevin Seery/ Fred Pendleton
kseery@alutiiq.com, fpendleton@alutiiq.com
833-294-3571 / Option 5 & 6

Performance

Standards

Standard	Value	Rating
Graduation Target Performance	97.50	**Excellent**
Placement at Month 6 of the Post-Residential Phase	30.30	**Unsatisfactory**
Placement at Month 12 of the Post-Residential Phase	12.76	**Unsatisfactory**
Contact Rate at Month 6 of the Post-Residential Phase	44.87	**Unsatisfactory**
Contact Rate at Month 12 of the Post-Residential Phase	28.93	**Unsatisfactory**

Compliance

Question #	Questions	Comments
2a	Have all participant's been determined to be physically capable to complete the Program?	Two of the 28 Cadet physicals reviewed from NGB Class 51 (SC Class 41) were incomplete.
9	Are temporary hires employed for less than six months?	Program did not change one employee's status from part time temporary to part time, resulting in the employee exceeding the maximum 6 month temporary employment timeframe.
13	Has the Program Director verified that all State Youth ChalleNGe Program employees undergo a background check IAW NGB PARC Guard Knowledge Online?	Twenty-one of 71 employees HR files were reviewed. The results of the employee background checks and sex offender checks were inconsistent.
21f	Have Staff members completed CPR/First Aid Training within the first six (6) months of hire?	Two staff members did not complete CPR/First Aid Training within the first six months of hire.
24b	Was the Corrective Action Plan submitted on time?	SCYCA was directed to submit their CAP on 3 April 2017 but did not submit it until 26 April 2017, missing the deadline by over three weeks.
24d	Did each strategy from the Corrective Action Plan resolve the issue of non-compliance?	Corrective actions implemented to resolve the Mentor recruiting by the end of Week 13 did not result in compliance.
25d	Have all areas identified as non-compliant in the Director's Self-Assessment been brought into compliance?	Strategies to recruit Mentors by the end of Week 13 and to develop and approve a curriculum for the 8 Core Components not were unsuccessful.

34b	Do the Staff members comply with the prohibition of using unprofessional language, including profanity, vulgarity, or off-color jokes when interacting with, correcting, or motivating Cadets?	During the interviews, 3 of the 10 cadets indicated that several cadre use unprofessional language.
42a	Was the Optional Confirmatory Drug Tests administered within five (5) calendar days of the original drug test utilizing a new sample based on the Confirmatory test cut-off concentrations?	When administering the Confirmatory drug test NGB 50 (SC Class 40), the Program did not use the Confirmatory test cut-off concentrations.
44	Has the Program collected accurate data IAW applicable time constraints?	The Program is not properly entering the eight core components performance data into the data management system.
44a	Has the Residential Phase data, including core component performance data, been updated weekly by close of business (COB) each Monday for the previous weeks' activities (reporting periods are from 0001 hours each Monday to 2400 hours each Sunday)?	
44b	Is the data for the first report for each class entered into a data management system not later than COB on Monday following the first complete week of the Acclimation Period?	
52	Is the Program's Acclimation Period pool of prospective Cadets sufficient to select enough qualified Cadets to equal the Program's Cadet graduation target plus its historical attrition rate over the 22-week Residential Phase?	The Program's Acclimation Period Pool of Cadets is insufficient to meet graduation target. The Program's attrition rate is 30%. In order to meet graduation target, the Program needs to enroll 143 Cadets on Day 1.
59d	Was each prospective Cadet assessed daily on his/her propensity for bullying, either as a victim or as inflictor?	The Program's daily Cadet assessments during the Acclimation Period did not include bullying.
70	Does the Program's curriculum include the eight core components, along with the associated tasks?	The Program Director did not have a fully developed or approved curriculum for the seven non-academic Core Components.
70a	Has the Program Director developed and approved curriculum for each of the seven non-academic core components?	
70b	Does each core component include the Program Office (NGB-J1-Y) standardized task, condition, and standard for each task outlined in the curriculum?	
78a	At the conclusion of Week 2 of the Residential Phase, does the Program have 80% of the required prospective Mentor applications on file?	(Systemic) Program did not recruit 80% of the mentors by the end of Week 2. For NGB Class 51 only 31% of the mentors had been recruited.
78b	By the end of Week 6 of the Residential Phase, does the Program have 95% of the required prospective Mentor applications on file?	(Systemic) Program did not recruit 95% of the mentors by the end of Week 6. For NGB Class 51, only 40% of the mentors had been recruited.
78c	At the conclusion of Week13 of the Residential Phase does the Program have all of the required prospective Mentors recruited?	Program did not recruit 100% of the mentors by the end of Week 13. For NGB Class 51, only 88% of the mentors had been recruited.
84	By Week 13 of the Residential Phase, are Mentors and Cadets matched in a formal event that, when geographically feasible, includes a joint meeting with the case manager, Mentor and Cadet, and the signing of a written Mentoring agreement?	For NGB Class 51 (SC Class 41), 10 Cadets graduated without a mentor.
89c	Are recipients in a positive placement position in the Post-Residential Phase?	Systemic: Program could not provide documentation to verify a positive placement.

National Guard Youth ChalleNGe Pre-Outbrief
Preliminary Results Subject to Change

Program/State: **South Carolina Youth ChalleNGe Academy/ SC**
Date: **11-13 December 2018**
Functional Area: **Resource Management**

Analyst's Information:
Izzy McPhail/Rita Segui
imcphail@aluiiq.com/rsegui@alutiiq.com
904-814-7724/904-814-6698

Performance

Standards

Federal Dollar Cost Per Graduate Calculation	106.41	Unsatisfactory
Budget Execution Calculation	98.82	Excellent

Compliance

Question #	Questions	Comments
1b	Did the Budget Officer attend quarterly reviews as directed by the USPFO and GOR?	Quarterly meetings are held with FPM, Director, Deputy, Supply Sgt, Admin Coordinator and Budget Officer, but are deemed ineffective due to FY 17 $250,000 growback.
2	Did the program prepare and submit a budget IAW NGYCP-CA?	
2b	Did the proposed budget include an updated annual goal-focused State Plan?	FY 19 State Plan submitted late. SCYCA Director was rewriting State Plan with assistance from Georgia.
8	Are Quarterly Reports submitted not later than 30 days after the end of each quarter?	Systemic: 7 quarterly reports were due since the last inspection (Dec 16). None were submitted by the timeline. This is the 5th time this requirement has been non-compliant.
13	Does the Program have a mechanism for receiving donations and/or grants? (Recommended)	The South Carolina National Guard Youth Challenge Academy Foundation, INC By-Laws provided were not signed or dated. Articles of incorporation were not available.
20	Does the Program limit uniform expenses for Cadre to $300 per year?	SCYCA Cadre clothing records indicate that the current issue ranges from $351 to $396.
25a	Has the Program established a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of property?	SCYCA Logistics Officer does not have a mechanism which accounts for all Program property.
28b	Does the Program track state owned property by the following categories: - description of the property - a serial number or other identification number - the source of property - who holds title - the acquisition date - the cost of the property - the percentage of Federal participation in the cost of the property - the location, use and condition of the property - disposition data including the date of disposal and sale price	Initial: The State Asset listing and SCYCA hand receipts did not contain all required categories. The following could not be identified, the source of property, who holds the title, the acquisition date and the percentage of federal participation in the cost of the property.
31	Has the Program Director implemented adequate management and internal controls to protect Federal and State interests?	Systemic: SCYCA Director was appointed 2 February 2018. To date a risk assessment has not been conducted.
38	Has the Budget Officer completed the mandatory Federal training Budget Course within six (6) months of appointment?	Budget Officer was unaware of this requirement until reviewing RM compliance checklist and discussion with Inspector.
39b	Was the Corrective Action Plan submitted on time?	SCYCA was directed to submit their CAP on 3 April 2017 but did not submit it until 26 April 2017, missing the deadline by over three weeks.

39d	Did each strategy from the Corrective Action Plan resolve the issue of non-compliance?	Submission of quarterly reports (5th time this requirement has been NO GO), meeting timeline of DAADS input and Director implementing adequate management and internal controls continue to be non-compliant and are cited as Systemic.
40c	Did the Director's Self-Assessment identify all areas of non-compliance?	Budget Officer attending quarterly reviews, FY 19 State Plan not submitted with budget, SCYCA does not have a proper mechanism for receiving donations, Cadre uniforms exceed the $300 cap, property book does not track four of the nine required categories, Budget Officer has not attended Federal budget training, CA file does not contain required information.
63	Are triannual reviews conducted?	Triannual reviews are being conducted; however, they are not effective and do not review all transactions.
71	Does the Grants Officer Representative use the DoD Assistance Award Action (DAADS) Report System within 15 days of award?	Systemic: The GOR has not processed modifications into the DAADS system within required timeline.
75b	Does the NGYCP-CA file contain the minimum required documentation?	The SCYCA files did not have documentation of all actions in support of the agreement. The file did not contain MOA's, MOU's or DFAC agreement.
75c	Are the records numbered and labeled IAW AR 25-400-2, The Army Records Information Management System (ARIMS)?	The files are not labeled IAW AR 25-400-2.

National Guard Youth Challe*NG*e Inspection Program (NGYCIP)

South Carolina Youth Challe*NG*e Academy
Inspection Out-Briefing
13 December 2018

Ms. Kimberly Hulett, JD
Lead Inspector
Alutiiq Professional Training

NGYCIP Overall Health Rating

Operational Compliance

Financial Performance

Operational Performance

Resource Management Compliance

Outstanding ≥575

Excellent 548-<575

Satisfactory 524-<548

Marginal 496-<524

Unsatisfactory <496
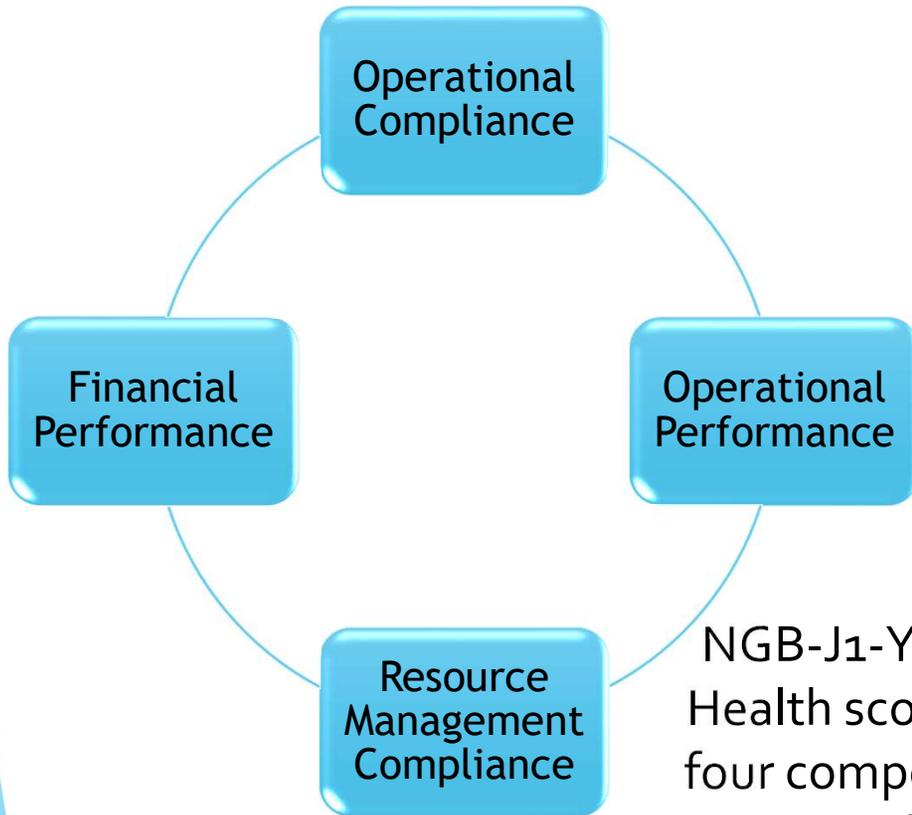
NGB-J1-Y computes Overall Health score by summing the four component scores. They convert the overall score to the Outstanding, Excellent, Satisfactory, Marginal, Unsatisfactory rating scheme (tentative until final Report Of Inspection publication).

2

Inspection Overview

SIGNIFICANT FINDING

➤ Conditions which could adversely affect the Cadets in the Program.

➤ Significant findings may include conditions dealing with irregularities, illegal acts, errors, inefficiencies, waste, ineffectiveness, conflicts of interest, and control weaknesses.

SCYCA HAS NO SIGNIFICANT FINDINGS

3

Inspection Results

Operational Compliance

Operational Performance

Resource Management Compliance

Financial Performance

Overall Health Rating

Operational Compliance Corrections

Baseline	86.53%
Final	88.30%
Overall Rating	Satisfactory

QUESTION	QUESTION TEXT
27l	Does the State Plan contain details relating to a detailed budget?
27m	Does the State Plan include a master calendar which identifies the responsible department, event, and week each activity occurs? (Events include orientation, academic studies, core component activities, and mentor visits.)
27o	Is the Hands-Off Leadership SOP included in the State Plan?
29a	Is the requirement that Program Directors perform a biennial operational self-evaluation included in a Program SOP?
32d	Have all staff been trained on the specifics of the Confidentiality SOP to include examples of breaches of confidentiality within the first three (3) months of hire and annually thereafter?
54	Does the training schedule include the time, location, Cadet uniform, necessary equipment, and department lead?

5

Operational Compliance Inspection

Baseline	86.53%
Final	88.30%
Overall Rating	**Satisfactory**

Functional Sub-Area	Total	GO	NO GO	%
Participants	3.0	2.7	0.3	88.89
Organization	18.0	15.9	2.1	88.10
Administrative Requirements	22.0	19.4	2.6	88.26
Acclimation Period	10.0	8.8	1.2	88.00
Residential Phase	10.0	9.0	1.0	90.00
RPM Requirements	19.0	16.7	2.3	87.72

Operational Compliance Inspection

Baseline	86.53%
Final	88.30%
Overall Rating	Satisfactory

Findings

➤ (Systemic): Program failed to recruit mentors in the required timeframes. For NGB Class 51 (SC Class 41) ten Cadets graduated without a mentor.

➤ (Systemic): Program could not provide documentation to verify a positive placement to pay a monthly stipend.

➤ The Program's Acclimation Period Pool of Cadets is insufficient to meet graduation target.

7

Operational Compliance Inspection

Baseline	86.53%
Final	88.30%
Overall Rating	Satisfactory

Findings

➤ Employee background checks and sex offender checks were inconsistent.

➤ Program did not have a fully developed or approved curriculum for the non-academic Core Components.

➤ Staff members use profanity in violation of the Hands-Off Leadership Policy.

8

Inspection Results

Operational Compliance	**Operational Performance**	Resource Management Compliance	Financial Performance	Overall Health Rating

9

Operational Performance Inspection

Findings

Graduation Target

➢ SCYCA did not meet Graduation Target (100) in its last class to graduate. The average number of graduates per class was 98.

➢ Average attrition rate for the last 4 classes was 30%.

10

Operational Performance Inspection

Findings

Post-Residential

➢ Average Placement rate for months 6 and 12 for the last 4 classes was 30% and 13%, respectively. This is a 31% decrease since the last inspection.

➢ Average Contact rate for months 6 and 12 for the last 4 classes was 45% and 29%, respectively. This is a 40% decrease since the last inspection.

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Performance Indicator Results

Inspection Results

Operational Compliance

Operational Performance

Resource Management Compliance

Financial Performance

Overall Health Rating

RM Compliance Corrections

Baseline	78.17%
Final	84.52%
Overall Rating	Marginal
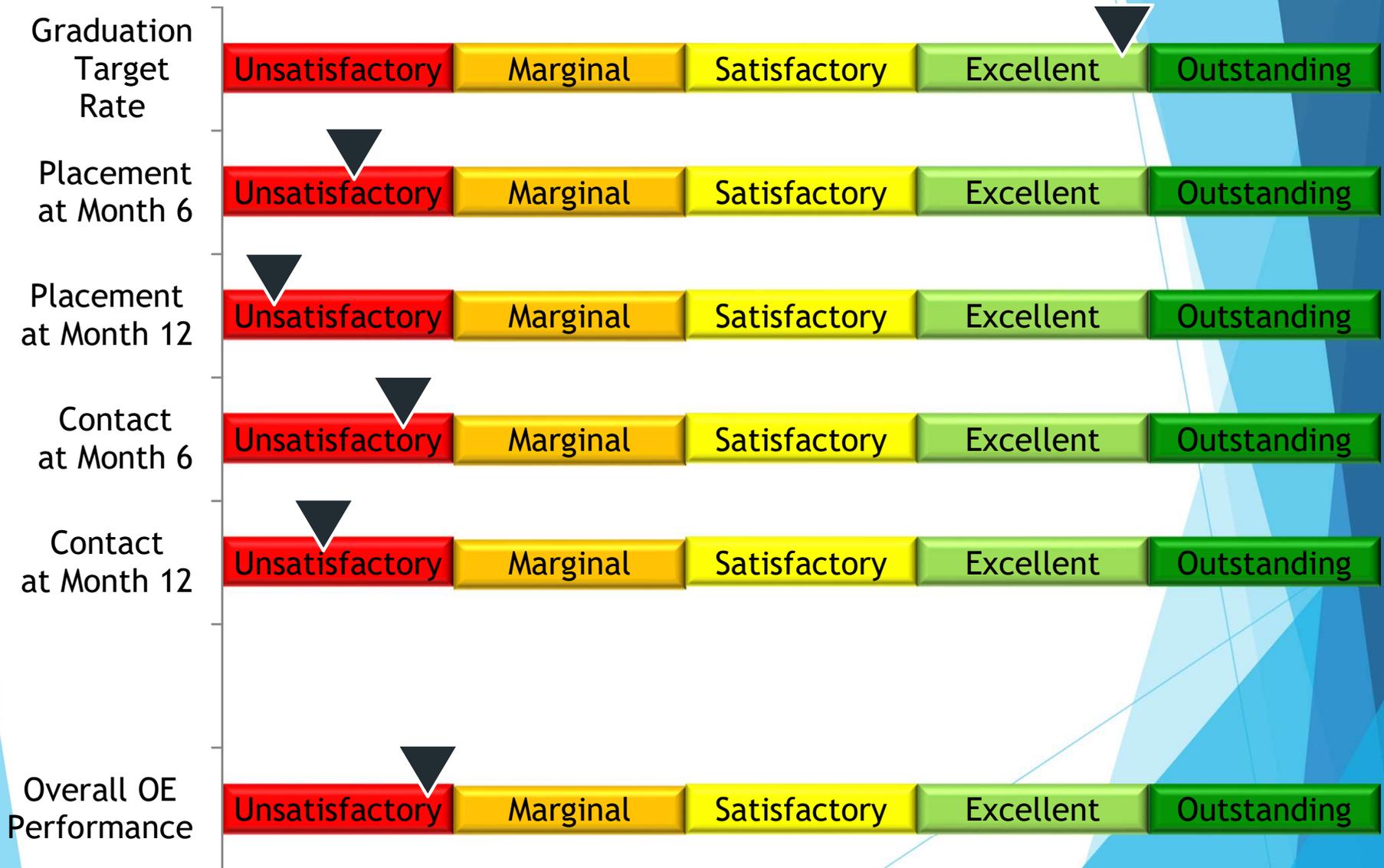
QUESTION	QUESTION TEXT
17	When a cadet graduates, does the Program pay the balance of the remaining weekly living allowance from funds issued during the class cycle to that cadet?
28d	Upon completion of the mandatory property inventory, are the results reconciled with the previous grantee property records and reported to the Grantor?
66a	Has the GOR attended the GOR training within the first year of appointment?
68d	Has the GOR distributed the agreement to all concerned parties?
69	Does the Grants Officer Representative maintain a file for the Youth ChalleNGe Program?
73	Does the Grants Officer Representative distribute agreements, grants, and policy letters?

RM Compliance Inspection

Baseline	78.17%
Final	84.52%
Overall Rating	Marginal

Functional Sub-Area	Total	GO	NO GO	%
Program Requirements	33.0	25.9	7.1	78.54
Federal/State Requirements	30.0	27.3	2.7	91.11

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RM Compliance Inspection

Baseline	78.17%
Final	84.52%
Overall Rating	Marginal

Findings

➤ (Systemic): Quarterly budget reports were not submitted within the required time frame.*

➤ (Systemic): Program Director has not implemented adequate management and internal controls.

➤ (Systemic): Modifications were not entered into the DAADS system within the required time frame.

*Finding during the Feb 12, Nov 13, Nov 14, and Dec 16 inspections

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RM Compliance Inspection

Baseline	78.17%
Final	84.52%
Overall Rating	Marginal

Findings

➢ Program does not have proper mechanisms for receiving donations.

➢ Program exceeded the $300 threshold for Cadre clothing.

➢ Triannual reviews are being conducted; however, they are not effective and all transactions are not reviewed.

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Inspection Results

Operational Compliance | Operational Performance | Resource Management Compliance | **Financial Performance** | Overall Health Rating

Financial Performance Inspection

Findings

Graduation Target vs Total Graduates:

- FY14 (200): 157 graduates (Classes 42/43)
- FY15 (200): 199 graduates (Classes 44/45)
- FY16 (200): 219 graduates (Classes 46/47)

Cost per Cadet Target vs actual:

- FY14 $18,667 vs $23,779
- FY15 $18,667 vs $18,760
- FY16 $18,296 vs $16,709

Growback:

- FY14 $101,221.70
- FY15 $0
- FY16 $30,257.71

Financial Performance Inspection

Current Year Budget execution averages:

- 1st Quarter – 16%

- 2nd Quarter – 40%

- 3rd Quarter – 59%

- 4th Quarter – 86%*

*4th Quarter figures are not final for FY's expenditures

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Performance Indicator Results

Inspection Results

Operational Compliance	Operational Performance	Resource Management Compliance	Financial Performance	Overall Health Rating

Inspection Results (Tentative)
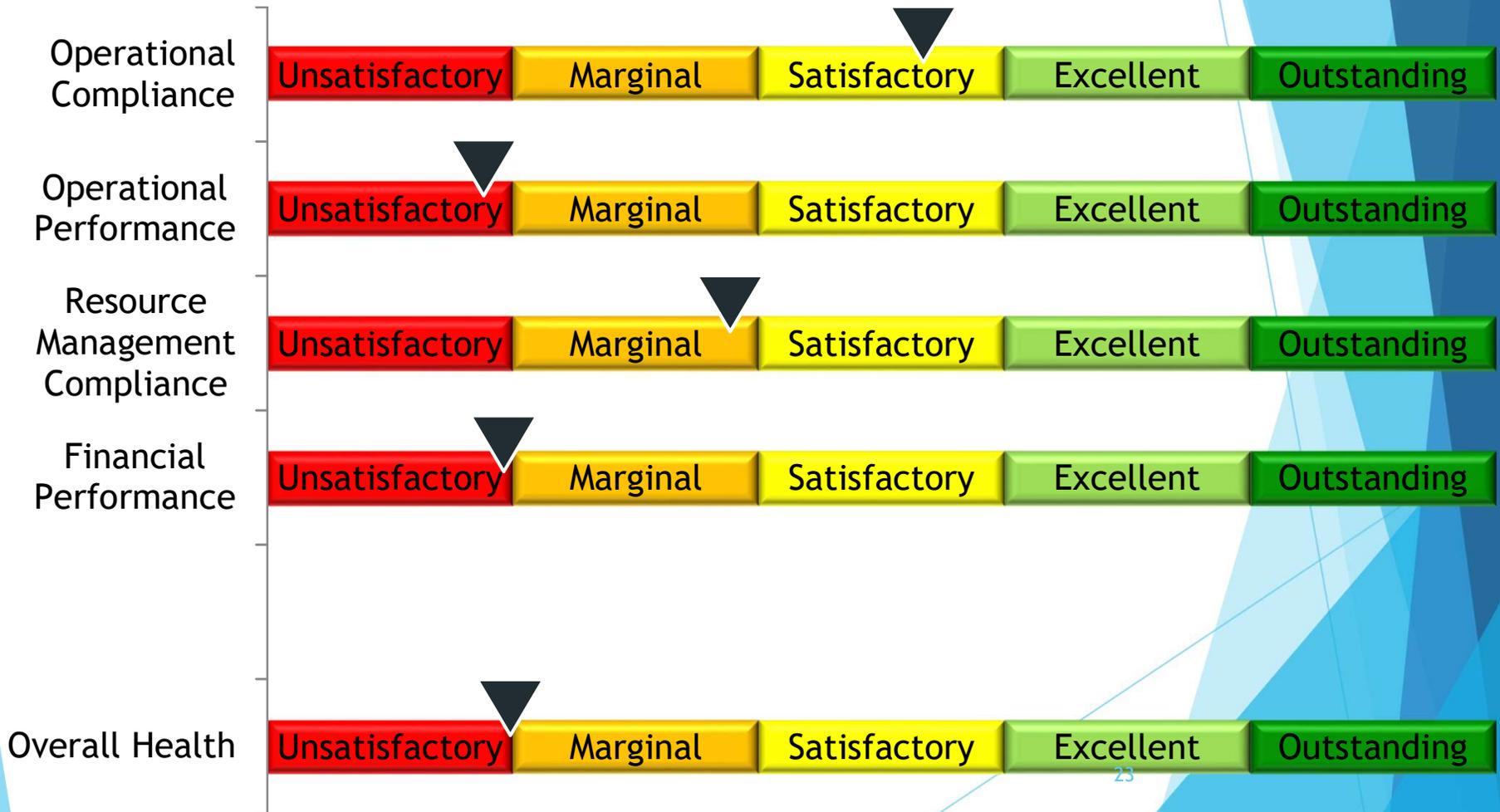
NGYCIP Overall Health Rating

Risk associated with sustaining operational capabilities and/or accomplishing performance objectives

Outstanding/ Excellent

Low risk

Satisfactory/ Marginal

Moderate risk

Unsatisfactory

High risk - Program lacks adequate processes and procedures to sustain operational capability and/or has failed to accomplish one or more performance objectives.

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Inspection Comparison

Component	December 2016	December 2018
OPS Compliance	Excellent	Satisfactory
OPS Performance	Satisfactory	Unsatisfactory
RM Compliance	Outstanding	Marginal
Financial Performance	Unsatisfactory	Unsatisfactory
Overall Health	**Satisfactory**	**Unsatisfactory**

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YCP Budget Analysis Report

Program Name: **SC Youth Challenge Academy** Date Verified: **12/06/18**

Higher Headquarters:

Current Program Fiscal Year: **2018** Current State Fiscal Year: **2019** Current Federal Fiscal Year: **2018**

NOTE: Section must be completed for all open years

	Current Year		Open Year -1
	NGB Class1 **40** NGB Class2 **41**		2017
Approved Annual Budget (*As reflected on document approved by AY*)	3,658,667.00		3,659,263.00
Total Year to Date Obligations	3,134,531.59		3,419,448.13
Graduation Target	200		200
Total Candidates on Day 1 of the Acclimation Period	246		290
Current Year (*Class1-Class2*) / Open Year-1 Total Graduates	60	102	220
Actual Cost Per Graduate for Current Year and Open Year-1	$ 30,488.89	$ 17,934.64	$ 16,633.01
Budget Operating Dates (mm/dd/yy - mm/dd/yy)	01/01/18-12/31/18		01/01/17-12/31/17
Federal Funds (75%)	2,744,000.00		2,744,447.00
State Match (25%)	914,667.00		914,816.00
Potential Grow Back (includes 100% travel funds)	0.00		246,334.87
Additional State funds above the 25% Amount	85,333.00		0.00
Source of Additional State funds	EIA Funds		NA
Budget Execution %: 1st Quarter	16.4%		16.31
2nd Quarter	40.2%		41.38
3rd Quarter	59.2%		63.90
4th Quarter	85.7%		84.38
Approved Travel (100% FED)	0.00		6,520.00
Petty Cash Accounts	0.00		0.00
In-Kind Assistance	0.00		0.00
Program Income Earned	0.00		0.00
Discretionary or Restricted Funds Account	0.00		0.00
Food Program Reimbursement Total	148,165.59		215,461.66
501 (c) (3) funds (Foundation) Total Budget	0.00		0.00
Number of staff paid with Cooperative Agreement funds	70		61
Number of staff paid with or reimbursed by funds from other sources	0		0
Grant Name			
Awarded By			
Amount Funded	0.00		0.00
Amount Remaining	0.00		0.00

2017 excessive growback- 3+ months w/o Log person & no one truly familiar w/ purchasing regs.

EIA = Education Improvement Act.

4th Quarter %'s are not final %'s for FY expenditures

Funds from other sources - NOTE: A copy of all documentation for Grant administration must be available for the evaluation. If more than one Non-YCP Grant please provide the information on an additional sheet

YCP Budget Analysis Report

Program Name: **SC Youth Challenge Academy**

	Open Year -2	Open Year -3
NOTE: Section must be completed for all open years		
Approved Annual Budget (As reflected on document approved by AY)	0.00	0.00
Total Year to Date Obligations	0.00	0.00
Graduation Target	0	0
Total Candidates on Day 1 of the Acclimation Period	0	0
Total Graduates	0	0
Actual Cost Per Graduate		
Budget Operating Dates (mm/dd/yy - mm/dd/yy) Federal		
Funds (75%)	0.00	0.00
State Match (25%)	0.00	0.00
Potential Grow Back (includes 100% travel funds)	0.00	0.00
Additional State funds above the 25% Amount	0.00	0.00
Source of Additional State funds	NA	NA
Budget Execution %: 1st Quarter	0.00	0.00
2nd Quarter	0.00	0.00
3rd Quarter	0.00	0.00
4th Quarter	0.00	0.00
Approved Travel (100% FED)	0.00	0.00
Petty Cash Accounts	0.00	0.00
In-Kind Assistance	0.00	0.00
Program Income Earned	0.00	0.00
Discretionary or Restricted Funds Account	0.00	0.00
Food Program Reimbursement Total	0.00	
501 (c) (3) funds (Foundation) Total Budget	0.00	0.00
Number of staff paid with Cooperative Agreement funds	0	0
Number of staff paid with or reimbursed by funds from other sources	0	0
Funds from other sources - NOTE: A copy of all documentation for Grant administration must be available for the evaluation. If more than one Non-YCP Grant please provide the information on an additional sheet Grant Name		
Awarded By		
Amount Funded	0.00	0.00
Amount Remaining	0.00	0.00

YCP Budget Analysis Report

Program Name: **SC Youth Challenge Academy**

	Closed Year -1	Closed Year -2	Closed Year -3
NOTE: Section must be completed for 3 recent closed years	2016	2015	2014
Date CA was Closed Out (mm/dd/yy)	06/29/18	06/29/18	10/16/17
Close Out Modification Amount	3,631,240.92	3,733,333.33	3,632,111.63
Approved Annual Budget	3,659,262.00	3,733,333.33	3,733,333.33
Budget Operating Dates (mm/dd/yy - mm/dd/yy)	01/01/16-12/31/16	01/01/15-12/31/15	01/01/14-12/31/14
Graduation Target	200	200	200
Total Candidates on Day 1 of the Acclimation Period	319	295	226
Total Graduates	219	199	157
Target Cost Per Cadet	$ 18,296.31	$ 18,666.67	$ 18,666.67
Actual Cost Per Graduate	$ 16,708.96	$ 18,760.47	$ 23,779.19
Federal Funds (75%)	2,744,447.00	2,800,000.00	2,800,000.00
State Match (25%)	914,815.67	933,333.33	933,333.33
Grow Back (includes 100% travel funds)	30,257.71	0.00	101,221.70
Additional State funds above the 25% Amount	0.00	327,126.35	62,990.78
Source of Additional State funds Budget	NA	EIA Funds	EIA Funds
Execution %: 1st Quarter	15.60	15.70	12.10
2nd Quarter	43.50	48.50	37.20
3rd Quarter	68.30	70.70	56.90
4th Quarter	88.20	97.20	87.60
Approved Travel (100% FED)	4,064.04	4,100.00	2,000.00
Petty Cash Accounts	0.00	0.00	0.00
In-Kind Assistance	0.00	0.00	0.00
Program Income Earned	0.00	0.00	0.00
Discretionary or Restricted Funds Account	0.00	0.00	0.00
Food Program Reimbursement Total	218,457.42	192,336.56	147,849.69
501 (c) (3) funds (Foundation) Total Budget	0.00	0.00	0.00
Number of staff paid with Cooperative Agreement funds	63	64	63
Number of staff paid with or reimbursed by funds from other sources	0	0	0
Funds from other sources - NOTE: A copy of all documentation for Grant administration must be available for the evaluation. If more than one Non-YCP Grant please provide the information on an additional sheet — Grant Name			
Awarded By			
Amount Funded	0.00	0.00	0.00
Amount Remaining	0.00	0.00	0.00

4th Quarter %'s are not final %'s for FY expenditures

100% Tvl awarded:
2016 - $6,300.
2015 - $4,100.
2014 - $2,000.

YCP Budget Analysis Report

Program Name: SC Youth Challenge Academy

Director LaToya Reed

For the following training, please provide the date completed

Budget Training	RMIC	AFCOS	Fiscal Law	Cooperative Agreement

Highest Mil/Civ Education	Was training voluntary or required by higher headquarters	Time in Position

Youth Challe*NG*e Budget Officer Alyssa Campbell

For the following training, please provide the date completed

Budget Training	RMIC	AFCOS	Fiscal Law	Cooperative Agreement
			13-Dec-17	11-Apr-18

Highest Mil/Civ Education	Was training voluntary or required by higher headquarters	Time in Position
Bachelor's Degree	Required	7.5 years

Federal Program Manager LTC Marion Bulwinkle

For the following training, please provide the date completed

Budget Training	RMIC	AFCOS	Fiscal Law	Cooperative Agreement

Highest Mil/Civ Education	Was training voluntary or required by higher headquarters	Time in Position

Grants Officer Representative MSG Ricky Sanders

For the following training, please provide the date completed

Budget Training	RMIC	AFCOS	Fiscal Law	Cooperative Agreement

Highest Mil/Civ Education	Was training voluntary or required by higher headquarters	Time in Position

Grantee (State) Program Manager

For the following training, please provide the date completed

Budget Training	RMIC	AFCOS	Fiscal Law	Cooperative Agreement

Highest Mil/Civ Education	Was training voluntary or required by higher headquarters	Time in Position

YCP Budget Analysis Report

Program Name: SC Youth Challenge Academy

Budget Line Item Analysis Comparing Actual Line Item Costs to Budgeted Line Item Costs

	AMSCO	Approved Annual Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
A	Staff	2,567,579.43	468,310.94	574,124.10	561,322.72	622,351.02
B	Stipends	130,000.00	38,670.00	0.00	0.00	20,580.00
C	Facility Requirements	106,667.00	0.00	43,273.73	32,764.00	0.00
D	Furnishings	6,500.00	4,939.58	6,641.43	8,044.72	44,787.43
E	Transportation & Travel	42,500.00	4,631.28	6,752.37	13,835.32	26,318.97
F	Dining Operations	380,000.00	27,656.29	88,915.12	890.26	121,861.40
G	Supplies	57,802.20	18,775.22	23,834.55	11,829.58	26,169.85
H	Equipment	21,000.00	11,114.56	9,149.35	8,175.38	3,289.08
I	Clothing	49,000.00	4,236.98	20,767.73	23,091.11	47,295.18
J	ED / RecEquipment	5,000.00	0.00	0.00	0.00	2,243.15
K	Services	206,118.37	17,823.61	40,325.97	8,621.30	38,360.43
L	Medical	16,500.00	0.00	6,815.42	1,448.87	1,284.19
M	Communications	20,000.00	3,737.42	6,946.13	17,107.59	4,684.98
N	Security	10,000.00	0.00	7,794.51	0.00	2,908.42
O	Outreach	22,500.00	0.00	7,694.81	2,171.64	3,208.58
P	Computers	17,500.00	0.00	29,123.49	5,995.84	1,835.99
		3,658,667.00	599,895.88	872,158.71	695,298.33	967,178.67
			16.4%	40.2%	59.2%	85.7%

SC will be moving funds between line item codes. Will be mindful of 10% approval requirement.

National Guard Youth Challe*NG*e Inspection Program (NGYCIP)
South Carolina Youth Challe*NG*e Academy (SCYCA)

- **Bottom Line:** SCYCA's overall health rating decreased to Unsatisfactory from the Satisfactory rating received during the December 2016 inspection. The Unsatisfactory rating is attributed to a decrease in all four inspection components. The large turnover of staff and the lack of "pass down procedures" for position changes are negatively impacting the overall health rating.

Overall Health Assessment Recommendation	
Assessment Date	**Overall Health Assessment**
8 December 2016	Satisfactory
13 December 2018	Unsatisfactory

Growback.

Growback Status of Funds			
FFY	**Federal**	**Travel**	**State**
14	$75,916.28	$0.00	$25,305.42
15	$0.00	$0.00	$0.00
16	$21,016.31	$2,236.96	$7,005.44

Significant Finding:

- None.

Special Interest Item:

Resource Management:

- SCYCA has a Bank of America account that is used for Cadet personal funds (from parents and living allowances) and funds used to pay the monthly graduation stipend. SYCA must separate Cadet funds from program funds.

Systemic Issues:

Operations:
- SCYCA did not recruit 80% of the mentors by the end of Week 2.
- SCYCA did not recruit 95% of the mentors by the end of Week 6.
- SCYCA could not provide documentation to verify a positive placement to pay a monthly stipend.

Resource Management:
- Quarterly budget reports were not submitted within the required time frame.
- Program Director has not implemented adequate management and internal controls.
- Modifications were not entered into DAADS within the required time frame.

Issues

- Employee background and sex offender checks were inconsistent and incomplete, and are being conducted at the Program instead of at the State Human Resources.

- The Program's Acclimation Period Pool of Cadets is insufficient to meet graduation target. The Program's attrition rate over the last four classes to graduate is 30%. In order to meet graduation target, the Program needs to enroll 143 Cadets on Day 1.
- The Program's average Placment Rate for months 6 and 12 for the last 4 classes was 31% and 17%, respectively. This is a **29% decrease** since the last inspection (Dec 16).
- The Program's average Contact Rate for months 6 and 12 for the last 4 classes was 46% and 29%, respectively. This is a **39% decrease** since the last inspection (Dec 16).
- During the interviews, 3 of 10 Cadets alleged that the Cadre used unprofessional language (profanity).
- Ten Cadets from NGB Class 51 graduated without a mentor.
- SCYCA and Senior Leadership must consider hiring a full time Budget Officer whose place of employment is at the Program.
- Recommend SCYCA discontinue the practice of allowing Cadets to have cash in their possession during the Residential Phase.
- Recommend SCYCA review the current MOA with the Garrison and CFMO. To date, the MOA requires SCYCA pay for all upkeep, repair, and remodeling along with the maintenance and utility costs.

Training Status of Personnel			
NGB-Required Courses	**Number Untrained**	**In-House Training**	**Number Untrained**
Basic	0	Conflict Resolution	0
Cadre	0	CPR	2
Counselor	0	Gang Awareness	0
Recruiter	0	Confidential Info	0
Educator	0	Mandated Reporter	0
Post-Residential	0	First Aid	2
Supervisor	0	Hands-Off Leadership	0
		Sexual Assault / Harassment Mitigation	0
		Ethics	0

	Unsat.	Marg.	Sat.	Excell.	Outst.
Operational Compliance			▲		
Resource Mgmt Compliance		▲			
Graduation Target....................				▲	
Placement at 6 Months............	▲				
Placement at 12 Months..........	▲				
Contact at 6 Months		▲			
Contact at 12 Months		▲			
Operational Performance...............		▲			
Federal Dollar Cost/Cadet		▲			
Budget Execution				▲	
Financial Performance		▲			

Caution: This report is subject to Government review and approval prior to becoming an official part of the Record of Inspection.

The NGB-J1-Y approved questions used during the Cadet interviews revealed the following issues:

- All 10 Cadets stated the teachers and Cadre were supportive and showed general concern for their well-being. However, three stated that there were too many disruptions in the classroom caused by other Cadets.
- The Cadets stated that their health, safety, and welfare needs were being met. They thought that the barracks and the facility were in good shape, and they were given enough time for personal hygiene.
- The Cadets stated that the quality of the food needed improvement, but that the quantity was sufficient. However, five Cadets stated that the Cadre would take away time to eat as a form of discipline.
- Two Cadets stated that they did not have a mentor. The Program was one day from graduating.

Previous Internal Review (IR) audit dated 28 Jul 2017 was a follow-up to the 29 Mar 2016 audit and indicated:

- All deficiency findings had been corrected.

Prepared by: Ms. Kim Hulett, J.D., Lead Inspector, Alutiiq, (719) 650-9998
Approved by: Mr. Jeff White, Chief NGB Youth Programs, (703) 607-0784

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Partnerships: Arts Curricula (H91)	**Address**	SC Arts Commission 1026 Sumter Street Suite 200 Columbia, SC 29201

FY 2019-20 EIA Appropriation	**$1,170,000**	**FY 2020-21 EIA Funding Request**	

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 SC Arts Commission uses 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 school districts), and Arts Education Projects (AEP) (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 1, Allendale, and Barnwell 19 districts, and the Summer READ TO SUCCEED camps in Williamsburg and Jasper districts. Additionally, a portion of these funds support **evaluation** of student engagement in arts-based 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 2018-19, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$759,197	65%
Retained by this partnership/program/agency: *Salary, fringe, travel*	$93,929	8%
Allocated to Other Entities: *Grants to private sector*	$276,106	24%
Other: *Carry Forward*	$40,768	3%
Other (Please Explain)	$	%
TOTAL:	$1,170,000	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 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.	9%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	91%
Special Education Services	%
Health	%
Safety	%
Vocational	%
Facilities & Transportation	%
District Services	%
Technology	%
Adult Education	%
4K	%

Partnerships/Programs/Agencies

Assessments	
Teacher Supply Funds	%
National Board Supplements	%
Other	%
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): 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.

___X___ Yes   _____ No

If yes, please describe: Published grant application guidelines, approved by the SC Arts Commission's Board of Commissioners.

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.

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

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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.

Partnerships/Programs/Agencies

Fiscal Year 2018-19	
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.	- Increased number of schools applying to become an ABC Site (average increase of applications has been 10% annually (2018-2019 statistics: 84 ABC Sites, 171,000 students) - Measured participation in Professional Learning Opportunities for teachers (2018-2019 statistics: 535 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 - 70% of grants served students from distinct groups (as identified by the National Endowment for the Arts)	- Grant implementation expanded student access to arts education opportunities - Grant implementation grew 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 the arts learning and student engagement.	- Implemented 7 pilot programs throughout SC's least resourced rural school districts - Funded student engagement research (Gallup) to measure the correlation between engagement and the arts	- 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

Partnerships/Programs/Agencies

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 provides 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 (currently 84 ABC Sites, 171,000 students) - Professional Learning Opportunities for teachers (2018-2019 statistics: 535 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 provides funding support to increase access to arts learning in school, afterschool, and summer programs with a focus on rural and high poverty students.	- 85-90% 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 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 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 - Fund student engagement research (Gallup) to measure the correlation between engagement and the arts - Fund teacher engagement research (Gallup) to measure the correlation between arts-rich environments and teacher engagement and retention	- 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.	- Restructure funding model for ABC Advancement grant to serve a wider range of schools and districts (currently 84 ABC Sites, 171,000 students) - Restructure Professional Learning Opportunities so arts teachers across the state can participate in professional learning and non-arts teachers can participate in arts integration 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.	- Restructure funding model to serve schools and organizations that provide summer learning opportunities - 85-90% 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 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 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 - Fund student engagement research (Gallup) to measure the correlation between engagement and the arts - Fund teacher engagement research (Gallup) to measure the correlation between arts-rich environments and teacher engagement and retention	- 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

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**.

- 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 (Gallup Student Poll, 2018).

- Students who took four years of arts and music classes while in high school scored an average of **92 points higher on their SATs** than students who took only one-half year or less (The College Board, 2015).

- Principals in South Carolina elementary schools identified four main obstacles to providing arts education – budget constraints (76%), time in the school day (58%), competing priorities (50%), and insufficient personnel (37%). They also identified helpful factors to improve arts learning, such as **increased arts education funding for community and state arts organizations** (55%), training in arts integration (38%), arts supplies or equipment (35%), certified arts specialists (30%), and more flexibility in scheduling (27%) (South Arts survey, with demographically representative sample, 2014).

- The Profile of the SC Graduate was formally adopted by the Arts in Basic Curriculum Project (2014). **Each World-Class Skill and Life and Career Characteristic listed on the Profile can be connected directly to arts learning** taught in arts classrooms by implementing the College-and-Career Ready Standards for Visual and Performing Arts Proficiency (2017).

- The SC Arts Commission provides funding directly to areas that need it the most: 19 EIA funded Arts in Education grants serve school districts listed in the Abbeville School District v. the State of South Carolina (FY2018); **State and local partnerships increase rural impact**. Examples from FY2020: SC African American Heritage Foundation, SC Governor's School for the Arts and Humanities, Palmetto State Arts Education, SC Promise Zone.

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**.

- **Funding:** Without increased funding, it is not possible to continue to grow programs, including the Education Pilot Projects that serve the highest poverty areas. The average annual rate of growth in ABC sites before FY19 was 17%. In FY19 we stopped accepting new ABC applicants, as we were no longer able to fund new sites without decreasing funding for current sites.

- **Expansion of Arts in Basic Curriculum (ABC) Project:** The ABC Project is currently undergoing an internal review (FY20) that will result in a restructure (FY21) to the programmatic and funding models of the organization. This restructure will allow the ABC Project to better fulfill its mission to provide leadership to achieve quality, comprehensive arts education for *all* students 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.

1) **Opportunities in the arts** by the SC Arts Assessment Program administered by the Office of Program Evaluation at the USC College of Education, with support from the SC Department of Education. We monitor visual arts and music knowledge and performance assessments given to fourth graders in a significant sample of schools statewide. These scores have been correlated with arts ratings and other outcome measures on the Report Card. These other measures 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 11-year 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.

A. 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?

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 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 annually by the ABC Steering Committee (representatives of coalition organizations). Program plans are regularly adjusted in response to progress reviews by these groups. ABC sites meet as a group twice a year 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 are absolutely reaching students in the poorest districts and are **exceeding expected outcomes**.

Test scores and attendance are higher than expected and interest in future participation exceeds our financial capacity (for example, the FY2017 Arts Education Projects grants were only awarded to 70% of applicants). **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 Project is currently undergoing an internal review (FY20) that will result in a restructure (FY21) to the programmatic and funding models of the organization. This restructure will allow the ABC Project 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 will request an increase of funds.

B. 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 Project 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 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

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?

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

If "Yes," please describe recommendations below:

N/A

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	$1,170,000	$1,170,000
General Fund	$569,301	$739,949
Lottery		
Fees		
Federal Funds (specify): National Endowment for the Arts	$120,373	$117,770
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year*	$375,647	$416,415*

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	$75,911	$79,432
Contractual Services		
Supplies & Materials	$407	$4,000
Fixed Charges		
Travel	$1,598	$2,500
Equipment		
Employer Contributions	$29,765	$28,197
Allocations to Districts/Schools/Agencies/Entities	$1,799,861	$1,991,039
Other: Transfers		
Balance Remaining	$327,779	$338,966
TOTAL:	**$2,235,321**	**$2,444,134**
# FTES:	**1**	**1**

* Carry forward will be spent in a one-time competitive grant process for schools who wish to invest in arts facilities and arts equipment.

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.

_____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 2019-20	$1,170,000
Amount of increase requested in EIA funding for FY 2020-21	$500,000
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$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 2020-21?

The addition of $500,000 will provide funds to grow the grant making efforts through the **ABC Advancement Grant**. The average annual rate of growth in ABC sites before FY19 was 17%. In FY19 we stopped accepting new ABC applicants, as we were no longer able to fund new sites without decreasing funding for current sites. The ABC Project is currently undergoing an internal review (FY20) that will result in **a total restructure** (FY21) of the programmatic and funding models of the organization. This restructure will allow the ABC Project 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.

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.

N/A

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

Program Summary			
EIA-Funded Program Name	**Education Oversight Committee**	**Address**	1205 Pendleton St. Room 502 Columbia, SC 29201

FY 2019-20 EIA Appropriation	**$1,793,242**	**FY 2020-21 EIA Funding Request**	**$1,793,242**

Program Contact	Melanie D. Barton	**Division/Office**	Education Oversight Committee
Contact Title	Executive Director	Address	1205 Pendleton St. Room 502 Columbia, SC 29201
Contact Phone	(803) 734-6148	**Contact E-Mail**	mbarton@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 Educational Credit for Exceptional Needs Children (ECENC) program; and (3) administration of the Community Block Grants for Education Pilot Program.

1. **Allocation of Funds**

   Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are 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 *SC Autism Society per proviso* (Please Explain)	$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 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.

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:

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.

Partnerships/Programs/Agencies

Fiscal Year Logic Model

Fiscal Year 2018-19	
Problem/Issue	**The goal of the EOC is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.**
Goal	**Achieve continuous and dramatic improvement in public 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?)	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 2020 Vision and toward South Carolina's ESSA Goals	Approved South Carolina's Every Student Succeeds Act (ESSA) state plan	Analyzed results of state assessments	Measure progress of on-time high school graduation rate	On-time graduation rate declined from 84.6% to 81.0% from 2017 to 2018. Goal is 90% graduation rate by 2035.
		Released district and school report cards and ratings in November of 2018	Measure percentage of students on trajectory for being college/career ready in English language arts (ELA) in grades 3 through high school defined as scoring Meets or Exceeds Expectations on SC READY or earns a C or higher on end-of-course assessment in English 1.	ELA - Increased from 42.1% to 44.2% from 2017 to 2018. The goal is 70% by 2035.
			Measure percentage of students on trajectory for	Math - Increased from 42.0% to 44.0% from 2017

			being college/career ready in mathematics in grades 3 through high school defined as scoring Meets or Exceeds Expectations on SC READY or earns a C or higher on end-of-course assessment in Algebra 1.	to 2018. The goal is 70% by 2035.
Document South Carolina's Improvement on National Assessments	Created and launched website https://expectmoresc.com/	Analyzed results of National Assessment of Educational Progress and ACT and SAT performance of seniors graduating in 2018	Percentage of 4th grade students scoring Basic and above on NAEP Reading	In 2017, 59% at Basic or above on 4th grade reading.
			Percentage of 8th grade students scoring Basic and above on NAEP reading	In 2017, 71% at Basic or above on 8th grade reading.
			Percentage of graduating seniors who met college readiness benchmarks on all four subject tests on ACT	ACT - Declined from 15% in 2017 to 14% in 2018 (with 100% participation rate).
			Percentage of graduating seniors who met college readiness benchmarks on both Math and ERW on SAT	SAT - Declined from 45% in 2017 to 44% in 2018 (with 50% participation rate).
			Percentage of graduating seniors earning Silver, Gold or Platinum on career readiness assessment	Increased from 60.8% in 2017 to 63.3% in 2018.
Inform, Engage and Support Public and	Created and launched website	Documented number of users to the website.	17,687 users of the website in 2018-19	Document over time increases in usage of

Partnerships/Programs/Agencies

Policymakers in Improving Educational Outcomes	https://expectmoresc.com/			website.
	Disseminated *Guide to the 2018 SC School Report Cards*	Documented number of guides published and distributed	7,500 copies distributed in 2018-19. Publication recipient of Notable State Documents Award Program by State Library	Document over time number of copies printed.
	Distributed copies of *Student Reading Success Guides* to schools, county libraries, and after-school programs	Documented number of copies distributed.	In 2017-18 7,500 copies distributed. In 2018-19 there were 2,500 copies distributed. A Spanish version was also produced	Document over time number of copies printed.
	Documented number of low-performing and high-performing schools on annual school report cards.	1. Annual school report cards released. EOC responsible for designing report cards.	Number of schools with an overall rating of Unsatisfactory or Below Average	In 2018, 337 schools received an overall rating of Unsatisfactory or Below Average. 2019 report cards are to be released on October 1, 2019.
		2. EOC recommended to State Board in May of 2019 criteria by which schools could earn Palmetto Gold and Silver awards	Number of schools with an overall rating of Excellent or Good	In 2018, 438 schools were received a rating of Excellent or Good. 2019 report cards are to be released on October 1, 2019.
	Evaluate and publish all evaluations as required by state law: • 4K report • Teacher Loan	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: 1. Budget and proviso recommendations	Across programs, EOC tracks implementation of policy recommendations that were implemented especially related to

	Report • Parent Survey Report • Military-Connected Student Report • Annual budget and proviso recommendations		regarding 4K, industry certifications, and charter school funding were approved as recommended. 2. 4K report documented needed to increase reimbursement rates for instruction 3. Parent survey report has led to an overall revision 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	teacher shortage issue and expansion of 4K programs.

Fiscal Year 2019-20				
Problem/Issue	**The goal of the EOC is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.**			
Goal	**Achieve continuous and dramatic improvement in public 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?)	**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 EOC will employ the same activities/intervention, outputs, outcomes and assessment tools as in 2018-19 with the following modifications:				
Document South Carolina's Progress toward State ESSA Goals	Review ESSA Plan for possible amendments	Engage stakeholders in cyclical review of accountability system	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
Inform, Engage and Support Public in Improving Educational Outcomes	Expand definition of high-performing to include Palmetto Gold & Silver Award Winners Create webinars to explain state accountability system	Number of Palmetto Gold and Silver Award Winners	To be issued after release of 2019 school report cards.	Begin documenting changes over time in number of Palmetto Gold and Silver Award winners

Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	**The goal of the EOC is to affect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders, and policymakers.**			
Goal	**Achieve continuous and dramatic improvement in public 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?)	**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 EOC will employ the same activities/intervention, outputs, outcomes and assessment tools as in 2018-19 and 2019-20 with the following modifications:				
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 these schools	The results can be used to guide dramatic and sustained growth in other schools.	The EOC will analyze state assessment results, graduation rates, college/career readiness, etc., to identify these schools. The EOC will then conduct 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 these being replicated.

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**.

The objectives of accountability include:
- Using data to inform instruction and improve student learning;
- Reporting publicly on the functioning of the K-12 system; and
- Engaging all stakeholders in improving student and school performance.

Our state law reads defines accountability as "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community." (Section 59-18-100)

Based on academic research, Deming and Figlio concluded: "One main lesson we take from the research evidence is that accountability is likely to be most important in the education markets that are the least competitive. At the K–12 level, accountability works best in low-performing schools with weak systems of support, and when students have relatively few options other than their local public school."

In 2019 economist Eric Hanushek concluded: The well-documented relationship" between education and economic outcomes underscores the importance of using test information to guide both school policy and school operations. While test-based accountability has been controversial, scientific evidence about the economic value of school improvement and about the efficacy of various accountability approaches points to holding schools and teachers accountable for their contributions to the academic performance of students."

Sources:
Accountability in US Education: Applying Lessons from K-12 Experience to Higher Education by David J. Deming and David Figlio, Journal of Economic Perspectives, Vol. 30, No.3, Summer 2016, pages 33 through 56.

Testing, Accountability and the American Economy by Eric Hanushek, May 16, 2019. The Annals of the American Academy of Political Science and Social Science, Vol. 683, pages 110 through 128.

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**.

There were no external factors that impeded the administration of the Education Oversight Committee in 2018-19 and none anticipated in 2019-20.

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, 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.

The EOC is responsible for the approval of schools to participate in the Educational Credit for Exceptional Needs Children (ECENC) Program. As of April 8, 2019 the EOC had approved 123 independent schools in good standing participating in the program in school year 2018-19. In Fiscal Year 2018-19 the EOC also reported on the educational achievement of children that received a grant in Fiscal Year 2017-18. The report is available at https://eoc.sc.gov/.

The EOC administers 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 Fiscal Year 2018-19 annual appropriation act required the EOC to administer several innovative grant programs, referred to as Partnerships for Innovation. The evaluation of the Palmetto Digital Literacy Program and Algebra Nation are also located on the EOC website.

- 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.

> The State Auditor reviewed the financial activity of the EOC for Fiscal Year 2017-18. Copies of the report are available at the State Auditor's Office.

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?

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

If "Yes," please describe recommendations below:

Program Planning and Fiscal Information

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	$1,793,242	$1,793,242
General Fund	$125,000	
Lottery	$350,000	$1,500,000
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):	$10,972,406	$6,763,406
Carry Forward from Prior Year	**$531,542**	**$324,269**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	$563,895	$530,620
Contractual Services	$12,615,058	$9,248,406
Supplies & Materials	$30,238	$23,000
Fixed Charges	$36,354	$35,000
Travel	$20,857	$12,000
Equipment		
Employer Contributions	$181,519	$185,717
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	$324,269	$346,174
TOTAL:	**$13,772,190**	**$10,380,917**
# FTES:	**7.0**	**7.0**

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):

_____**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 2019-20	$
Amount of increase requested in EIA funding for FY 2020-21	$
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$

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?

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.

FORM D
<u>PROVISO REVISION REQUEST</u>

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 full-day 4K programs 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 2020-21. Furthermore, the best practices that were developed and funded with this grants program 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 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**	**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 (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 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.

Program Summary			
EIA-Funded Program Name	**Science PLUS Institute**	**Address**	402 Roper Mountain Rd. Greenville, SC 29615

FY 2019-20 EIA Appropriation	**563,406**	**FY 2020-21 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.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

1.   **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are 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 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.

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):

1A.34 Career Cluster Industry Partnerships

117.21 Organizations Receive State Appropriations Report

1A.7 Disbursement/Other Entities

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.

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.

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.

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 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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 2018-19	
Problem/Issue	**Professional development, while required is not always available as a free resource for our teachers. Depending on what school/district is being represented teachers' may or may not have the resources available to them to effectively educate our students.**
Goal	**The long-term goal of the Science PLUS Institute is to provide free, hands-on, standards based professional development that will in turn improve our students' academic 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?)
Increase knowledge and awareness about the Science PLUS Institute	Utilize marketing plan including, but not limited to; informational video, newsletter, ambassador program, and the utilization of a listserv	Total number of applications	• FY18-1235 applications from 95% of districts • FY19-1890 applications from 97% of districts • FY20 expected-	• Annual number of applications received across programs • Annual number of participants who select each option

			2000 applications from 100% of the districts	for how they heard about the Institute
Increase understanding of SC Academic Standards and how to implement them in the classroom	Offer 35 grade specific and SC standards based professional development courses for over 500 participants in grades 1-12 across our program options	Number of courses and participants for FY19	• 35 courses were offered during FY19. We reached 569 participants across 89% of the districts. 97% initially applied and were selected. • Survey data showed a 96% increase in knowledge across our courses.	Annual PASS scores; pre-post test data for participants
Focused access for those working in State Priority Schools and along the I-95 corridor	Monthly communication (email or phone) with designated schools and/or administrators to encourage their instructors to apply and attend.	Number of teachers from designated schools who apply	87 Applications were received for the 2019 Summer Institute, **163% increase from FY18**. All applicants were selected into a course, 56 attended.	Annual number of applications and participants from the designated schools
Ensure participants are prepared to implement the skills necessary designated in the profile of the SC graduate with their students	Increase the utilization of networking, critical thinking and problem solving, collaboration and teamwork.	Number of programs that implement those skills as part of their curriculum	Built lesson plans that utilize the Science and Engineering practices along with ELA into all Science PLUS curriculum.	Annual PASS scores; pre-post test data for participants.

Fiscal Year 2019-20				
Problem/Issue	**Variety of professional development programs available throughout the state**			
Goal	**Provide new formats of the Science PLUS Institute to ensure there is an offering for all 1st-12th grade public school science 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?)	**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 mini-PLUS sites	• Connect with previous participants about their needs • Base site and course decisions on teacher feedback	Participant attendance	• Increased number of applications by 10% from the districts located in the corridor where the mini-PLUS events will take place. • Receive applications from districts who did not apply and/or attend in FY19	Application data
Pilot a 2-day Institute during the Summer 2020	Program pilot	Participant attendance	Increased number of new applications by 10%	Application data
Annual evaluation cycle to review current and future programmatic needs	Conduct needs assessment with: • Past participants • Principals • District science contacts	Needs assessment results	• 50% or higher evaluation return rate from each area • 80% rating Science PLUS as "exceeding expectations" in areas designated on evaluation	Annual data review

Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	In the state of South Carolina there are districts with higher needs based on the State Priority listings			
Goal	Focus additional efforts on the districts with the highest needs ensuring their access to the Science PLUS Institute			
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?)
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 utilized the Likert scale.	Attendance records
Provide additional programming	Based on funding available and feedback hold mini-PLUS, virtual programming, or 2-day Institutes	District attendance reaching 100% in one fiscal year.	Have 100% of districts represented at one or more of our programs in FY21.	Attendance records, PASS score review
Follow up with teachers and district science contacts to ensure PD offered is making a positive and direct impact	• Follow up evaluations with districts/participants • Reviewing SC PASS scores for tested	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."	Evaluations from districts

Partnerships/Programs/Agencies

on the students	grades		• 5% increase from FY20 PASS score baseline for teachers who's students are either meeting or exceeding expectations after participants attendance.	

Partnerships/Programs/Agencies

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**.

Testimonials from our participants:

- "The best PD ever! Thank you for supporting science education throughout SC!"-Donna Hodge-Bamberg 1
- "Thank you for offering a much needed program for teachers." Linda Dixon-Orangeburg
- "The instructors were without par, attitudes and staff contributions upbeat, tremendous energy and optimism by all present. Extremely well organized and executed. Communication was exact and thorough. Materials and donations of supplies useful, generous, and so well needed as tools of learning. I want to come back every year in one capacity or another. Thank you." Art Blanchet-Dorchester 2
- "This program is very impactful. What I leaned here and received for my classroom, it will be put into use the very next year. The students love the lessons and learn using hands on activities that they will remember well past testing." Teresa Baker-Beaufort

Best practices:

- Effective professional development incorporates the following; focused content, active learning, collaboration, models practice, expert support, feedback and reflection and sustained duration (Learning Policy Institute)
    - All of our Institute options provide professional development for 1st-12th SC science teachers and incorporate the ideas listed.
- Provide small professional development segments outside of formal PD days (Educational Technology Research and Development, 62(3): 367-384 and National Council on Teacher Quality)
    - Beginning in 2015, the Institute has offered shortened opportunities for professional development. In the 2018-2019 school year we will be hosting events on Saturdays, afterschool, and virtually. Hosting a variety of different days, types, and time commitments we aim to reach as many SC educators as possible.
- Develop something that you'll use right away (Edutopia.org and NWEA)
    - Since its founding in 1993, the Institute has provided lesson plans and classroom materials directly correlated to the SC standards. Participants are able to immediately implement these tools into their classrooms upon completion.
- Empower peer collaboration (Edutopia.org, NWEA, and Activelylearn.com)
    - "Professional learning communities have been advocated as an important strategy in the work of school improvement. In practice, however, the work of developing strong communities of teachers can require active facilitation and oversight; simply putting people into groups doesn't' ensure good learning or the kind of healthy collaboration that can lead to changes in student outcomes."-Laura Schneider VanDerPloeg, *Literacy for a Better World*
    - Throughout each session we empower participants to network and connect with each other thus allowing them to share and collaborate on current and future lessons.
- Emphasize practices that will turn students into critical thinkers and problem solvers (Center for Public Education)

One of the goals of the Institute is to provide our participants the tools and resources needed in their classrooms to achieve a deeper understanding of the standards. We do this by working with master teachers to develop an innovative curriculum, sourcing and purchasing materials to correlate with the designed curriculum, and providing both the curriculum and supplies

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**.

- The Institutes primary external factor is a financial constraint. Annually, we have requests from participants and districts to provide additional professional development offerings. Currently, in order to add additional opportunities we remove other ones to pilot programs. As noted on page 17 we have requested additional funding in hopes of expanding our program and reaching hundreds of additional teachers who will impact thousands of students.
- The Institute also has to consider those who choose not to attend the Institute even once accepted. Based on a survey sent to those who did not attend post-selection the reasons for non-attendance varied. The top cancellations continue to follow previous years including family care, travel costs, and emergencies.
    - Any open spots are offered to those on our alternates list. For the 2019 summer Institute, we placed 210 alternates. Our shorter programs (mini-PLUS and afterschool/virtual) do not allow enough time for alternates to be selected.
- Another continuous factor for us is storage space for the materials that we purchase as part of our program. We now purchase a temporary storage unit annually to store some of the items needed for the summer Institute. Other materials are stored in the Science PLUS Institute

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 a total of 35 programs throughout FY19 at Roper Mountain Science Center, Furman University, SC State Museum, and the Clyburn Center in Orangeburg
- We continued our partnership with Furman University to offer graduate credit to all summer Institute participants
- Received a record number of applications reaching 1890 total for the year
- 97% of the districts applied and were selected, 86% attended (see attached map)
- 56 State priority teachers attended, 87 were selected. **A 273% increase in State Priority attendance since FY18.**
- Survey data showed a 96% in knowledge across our courses (see attached survey and information)
- Received exemplary feedback from our participants:
  - "I always take so much away from PLUS! Sometimes it's something new, sometimes an extension or improvement on something I am doing" Mattie Schuler-Calhoun
  - "Always love the new ideas and material that I can directly use in my classroom!" Stephanie Bass-Greenville
  - "This was amazing and just what I needed. Please come closer to Myrtle Beach!" Michelle Painter-Charter

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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, 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 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; we hope to continue to expand the program offering including additional mini-PLUS sites and the new 2-day Institute. We will continue to try different methods to increase the district representation on an annual basis.

100% of participants saying they would be sharing the materials and knowledge from the Institute with colleagues (survey sample attached)

Participant perception continues to be positive as noted by these testimonials:

- "I think you all are doing an awesome job and I would love to keep in contact to learn more exciting and new science strategies and activities!" Michelle Simmons-Richland 2
- "This course should be mandatory for all teachers that teach science" Christine Morelli-Greenville
- "So grateful to have this program" Jennifer Adkins-Chester

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

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?

_____ Yes   _____X_____ No

 If "Yes," please describe recommendations below:

Program Planning and Fiscal Information

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 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 2018-19 Actual	FY 2019-20 Estimated
Personal Service	194,630	194,630
Contractual Services	72,803	70,000
Supplies & Materials	359,586	367,264
Fixed Charges		
Travel	2769	3000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:	**629,788**	**634,894**
# FTES:	**2**	**2**

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.

_____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 2019-20	$563,406
Amount of increase requested in EIA funding for FY 2020-21	$83,000
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$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 2020-21?

The requested increase will be used to implement additional programming around the state, specifically targeting the corridor. The $83,000 increase will be allocated in the following ways:

- $30,000 to adding 2 additional mini-PLUS sites. These 2 sites will provide an additional 80 teachers with resources. The current slate FY21 site slate includes Florence, Orangeburg, Beaufort, Columbia, and Greenville
- $48,000 for the expansion of the FY20 pilot 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

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.

FORM D
PROVISO REVISION REQUEST

NUMBER	

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	

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	

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	

Which other agencies would be affected by the recommended action? How?

Partnerships/Programs/Agencies

SUMMARY & EXPLANATION	

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	

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**	

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Program Summary			
EIA-Funded Program Name	S^{2}TEM Centers SC via South Carolina's Coalition for Mathematics & Science	**Address**	100 Technology Dr. Anderson, SC 29625

FY 2019-20 EIA Appropriation	$1,750,000	**FY 2020-21 EIA Funding Request**	$2,025,000

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:

S^{2}TEM 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, S^{2}TEM 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 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 is recognized by Transform SC as endorsing the Profile.)

Additionally, SCCMS has established local, regional, and national partnership with STEM-interested and STEM-expert organizations that add expertise and resources to S^{2}TEM 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 recognizing that S^{2}TEM Centers SC serves in a host and support role for these programs. See SCCMS Organizational Chart.

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 2018-19, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts for sub-contracted staff.	$425,631	24.3%
Retained by this partnership for Midlands, and Western Regional Centers.	$210,242	12.0%
Allocated to Fiscal Agents of Coastal Pee Dee, Lowcountry and Upcountry Regional Centers	$1,114,127	63.7%
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. If no funds are allocated to school districts, please skip this question.

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: Please note that 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, DIG, is guided by a Board of Directors as it has not-for-profit status separate from SCCMS.

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

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.

FY 2018-19	
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 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 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.	• 5 organizations • ~55 • ~183 • ~36,750
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.	• 9114 • 1261 • 1,021,764
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 contracted work.	• Number persons reached. • Participant Contact Hours. • Participant Satisfaction. • Client Satisfaction.	• 2036 • 30,019 • 93% • 100%

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

FY 2018-19				
Strategies and Resources Continued	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**
Innovate with STEM Programs – Completed computational thinking initiative. Began Mars Maps implementation study.	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.	• 31 • 593 • Yes – report available.
Create - Continued development of computational thinking resources.	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	• 8 lessons + additional resources • 3110 • Not Applicable.
Collaborate – Provided technical assistance to 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.	• 9016 • Not applicable.
Research STEM Teaching and Learning – Partnered in two Clemson University NSF grants. (computer science and pre-calculus)	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.	• 23 • 335 • Not yet available. • Not yet available.

See 2018-19 EOC Data Summary for full details.

In addition, SCCMS addressed South Carolina's Grand Challenges in STEM Education by:
- Continuing work with SC Department of Commerce to define STEM and create a South Carolina STEM "profile"
- Expanding STEM Education Day at the State Capitol to STEM Education Week
- Partnering with SC Future Minds and Comporium to recognize South Carolina's first STEM Educator of the Year
- Partnering with AdvancED SC to promote STEM school certification
- Applying for and being accepted into the national STEM Learning Ecosystems Community of Practice

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

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 ecosystem.

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools – **July 2019 Only**
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 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.	• 4 organizations • 5 organizations • 12 • 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.	• 55 • Not available • 44,654
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 contracted work.	Number persons reached. Participant Contact Hours. Participant Satisfaction. Client Satisfaction.	• 126 • Not available • Not available • Not available

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

FY 2019-20				
Strategies and Resources Continued	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools – July 2019 Only**
Innovate with STEM Programs – We are continuing an implementation study of Mars Map curriculum.	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.	• Not available • Not available • Not available
Create - We will complete an online library of computational thinking lessons and resources.	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	• 9 lessons remaining • 255 • TBD
Collaborate – We are providing technical assistance to 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.	• 76 • TBD
Research STEM Teaching and Learning – Continue in two Clemson University NSF grants. U.S. Dept of Education (EIR) 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.	• TBD • TBD • TBD • TBD

See 2018-19 EOC Data Summary for full details.

In addition, SCCMS is addressing South Carolina's Grand Challenges in STEM Education by:
- Continuing work with SC Department of Commerce to define STEM and create a South Carolina STEM "profile"
- Expanding STEM Education Day at the State Capitol to STEM Education Month
- Partnering with Million Women Mentors SC to promote the engagement of girls and young women in STEM learning and leadership
- Being accepted into the national 100Kin10 network to recruit and retain STEM teachers with a focus on rural areas
- Exploring partnering opportunities with Teach for America SC and Girls Who Code.
- Partnering with STEMx, J. Marion Sims Foundation and Chester Healthcare Foundation to host a convening on Rural STEM education.

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 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 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.	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.	Number persons reached face to face. Participant Contact Hours. Virtual reach.	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 contracted work.	Number persons reached. Participant Contact Hours. Participant Satisfaction. Client Satisfaction.	TBD TBD TBD TBD

South Carolina's Coalition for Mathematics & Science (S2TEM Centers SC)

FY 2020-21				
Strategies and Resources Continued	**Activities/Intervention**	**Outputs**	**Outcomes (1-2 years)**	**Measures and Assessment Tools**
Innovate with STEM Programs - TBD	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.	• Products created • Product distribution • Vetting of existing or new products	• 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.	• Number persons reached indirectly. • Participant Contact Hours when appropriate.	• TBD • TBD
Research STEM Teaching and Learning – U.S. Dept of Education (EIR) 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

SCCMS will address South Carolina's Grand Challenges in STEM Education by:
- Applying our learning from national STEM leadership organizations (STEMx, SLECoP, 100Kin10, etc)
- Partnering with additional STEM interested organizations in SC and beyond.
- Engaging more community members in STEM mentoring opportunities with a focus on rural communities.
- Supporting STEM educators with a focus on retention.

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.

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.

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**.

Opportunities
- Continued refinement of internal processes with guidance from Clemson University audit team and Total Comfort Solutions' Wildly Important Goals team.
- Increased national recognition for STEM in SC through STEMx, STEM Learning Ecosystems Community of Practice, and 100Kin10
- Increased statewide engagement in support for STEM through Million Women Mentors SC, Mentor Upstate, etc.
- Grant from STEMx, J. Marion Sims Foundation and Chester Healthcare foundation for Rural STEM Education convening with focus on I77 corridor

Challenges
- Sustaining a growing STEM ecosystem
- Balancing systemic action and immediate need to generate revenue.

Given these opportunities and challenges, SCCMS has established three long term Priority Goals as identified in our application to become 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 and inclusive 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 system 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 with an inevitable change in leadership at such time as its founding Executive Director's service to the cause is completed.

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 1000 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

Finally, through our collaboration with **Total Comfort Solutions**, we have set three "Wildly Important Goals" for sustainability. These are:

- Expand annual statewide engagement (virtual and face to face) by 20%.

- Grow our annual maintenance revenue by 20% (establishing baseline data in 2019-20)

- Increase our overall annual revenue by 20% (See 2018-19 SCCMS Revenue by Program)

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.

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 2018/19 and initial measures from 2019/20 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. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? We began 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've 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 S^{2}TEM Centers SC initiative remains supporting teachers and schools, the Coalition, through its expanded family of partner organizations is actively engaging stakeholders of all sorts everywhere and anywhere that STEM learning, leadership and mentoring opportunities may be. Be it a community STEM festival, a summer STEM camp, afterschool STEM programs, a STEM employer's staff picnic, or a 4H engineering competition; we are there.

- Are services or activities going as planned? With a well-rounded portfolio of services, we are able to reach varied audiences in multiple ways. 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. We anticipate that our selection to the national, 100Kin10 network will enhance our capabilities toward this end.

- 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 with both broadly and in depth. Our 2018-19 service maps indicate that we have served schools with on-site activities in 37 counties, though much activity still centers around metropolitan areas. (See Service Maps in 2018-19 EOC Data Summary). As such, we have secured a $20,000 in grant funds in 2019-20 to support a STEM Education convening of rural communities around the I77 corridor.

  Additionally, the U.S. Department of Education's Education Innovation and Research (EIR) competition has announced funding, effective October 1, 2019, for the Smithsonian Science Education Center's Early-phase proposal, *Smithsonian Science for the Classroom: Improving Student Achievement Across State Borders and State Standards*. This award, through partnership with SCCMS, will engage 150 South Carolina elementary school teachers in an investigation of how the Smithsonian Science Education Center's *Smithsonian Science for the Classroom* science and engineering curriculum with accompanying teacher professional development can improve student outcomes in rural communities that consist largely of high needs populations. Over the 5-year grant period, more than 12,500 students across North and South Carolina will be impacted. $40,000 annually in matching funds are required to gain $2,000,000 in resources and support. The Education Oversight Committee has committed $25,000 for at least the first year (2019-20) of the grant. (See attached letter of commitment.)

- 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. We are continuing our efforts with the Workforce Definitions sub-committee of the SC Department of Commerce' Coordinating Council for Workforce Development to define and quantify key components of South Carolina's STEM learning ecosystem. On a more granular level, participants in in S^{2}TEM Centers SC SUPPORT programs continue to rate them highly and speak positively of their experiences.

- 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 2018-19 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? Please provide a hyperlink or copy of the most recent evaluation.

In November of 2018, SCCMS submitted an application for inclusion into the STEM Learning Ecosystems Community of Practice (SLECoP) ; a global initiative built on over a decade of research into successful STEM collaborations. Our application was reviewed by national experts and SCCMS was accepted into the Community of Practice in March of 2019.

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's so hard to get and keep great teachers, especially in STEM. Our application was reviewed by national experts and SCCMS was accepted into the network in August of 2019.

During the 2018-19 school year, our Boeing funded, iSTEM CS innovation program, *Integrating Computational Thinking into STEM Learning*, was reviewed by an external evaluator who concluded that "the training protocol, techniques, and schedule all reflect cutting edge best practices for professional development. No doubt as a result of the excellent training given the participating teachers, there was a demonstrable difference in teaching knowledge, attitudes and practice as reported by teachers and observer."

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?

_____X_____ No

6. Program Budget – Please fill out the following:

Funding Sources	2018-19 Actual	2019-20 Estimated
State Funds:		
EIA	$1,750,000	$1,750,000
General Fund		
Lottery		
Federal Funds (specify):		
Other Sources:		
Fees	$400,754	$405,000
Grant	$41,132	$45,000
Contributions		
Non-profit (Foundation, etc.)	$259,240	$260,000
Other (specify):		
Total Revenue:	**$2,451,126**	**$2,460,000**
Carry Forward from prior year	$886,498	$898,605
Encumbered Carry Forward*	$684,974	$753,998
Unencumbered Carry Forward	**$201,524**	**$144,607**

*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. As such, while we show a significant balance of Carry Forward funds in 2018-19, the majority of these funds (75+%) are already obligated to ensure sustainability in 2019-20. The unencumbered Carry Forward gives us some flexibility to respond to unforseen needs and some cushion against an unanticipated loss of revenue necessary to replenish the Carry Forward we will need to maintain our network of centers and programs in subsequent years.

Expenditures	2018-19 Actual	2019-20 Estimated
Personal Service	$648,500	$658,500
Contractual Services	$1,607,049	$1,695,439
Supplies & Materials	$45,977	$49,000
Fixed Charges	$24,890	$25,000
Travel (CU)	$36,327	$40,000
(contractors)	$36,400	$40,000
Equipment	$12,774	$17,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other:		
Miscellaneous Participant Costs	$23,057	$27,000
Total Expenditures:	**$2,434,974**	**$2,551,939**
Net Change	**$16,152**	**-$91,939**
Balance Remaining	$898,605	$806,666
Encumbered Balance	$753,998	$750,000
Unencumbered Balance Remaining	**$144,607**	**$56,666**
# FTES:	**25.9**	**26.1**

*Staff salary increases and associated increases in fringe benefits costs account for $72,128 of our estimated increase in expenditures for the 2019-20 fiscal year.

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):

_____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 2019-20	$1,750.000
Amount of increase requested in EIA funding for FY 2020-21	$275,000
Total amount of EIA funding requested for FY 2020-21	$2,025,000

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 2020-21?

Since 2011, our reach and diversity of programs and partners has expanded from working almost exclusively with teachers and schools to supporting a robust, statewide STEM ecosystem. Necessary costs for staff and operations have, of course, increased. As an example, fringe benefit rates for Clemson employed staff have increased 36.3% since 2012. State funding for the S^{2}TEM Centers network, however, has remained at a constant $1,750,000.

As such, we are making a simple request to maintain our capacity to do our full scope of work by a simple cost of living adjustment. According to the Bureau of Labor and Statistics CPI Inflation Calculator, $1,7500,000 in July of 2011 had the same purchasing power as $1,987,408 in July of 2019. $250,000 of our requested increase will restore our purchasing power to approximately its original level.

The remaining $25,000 of our requested increase is to be used as matching funds for Year 2 of the grant partnership with the Smithsonian Science Education Center as mentioned on page 13.

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.

See attached.

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 2020 -21
South Carolina's Coalition for Mathematics & Science
(S²TEM Centers SC)

Addendum

SCCMS Organizational Chart

2018-19 EOC Data Summary

2018-19 Revenue By Program

EOC Letter of Commitment

SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE
SCCMS
- ACHIEVEMENT BY DESIGN -

http://www.sccoalition.org/our-organizations--initiatives.html

BMW, Duke Energy, DuPont, Michelin NA

STEM LINX

S T E M Summit Series ↔ NEXTSTEPS

STEM UPSTATE SC COLLABORATIVE

S²TEM Centers SC
Solutions in Science, Technology, Engineering & Mathematics Education

SC General Assembly

STEM LOWCOUNTRY COLLABORATIVE

Bosch, Fluor, GE, Michelin NA
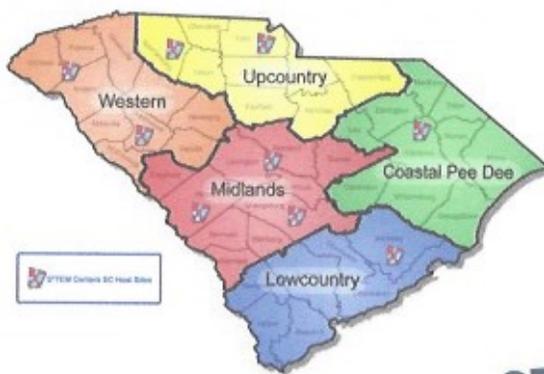
Boeing, Bosch, Citadel, Google, InterTech

iMAGINE UPSTATE

SCIENCE ON THE MOVE
A SOUTH CAROLINA 4-H INITIATIVE

Scan Source

Upcountry

Western

Coastal Pee Dee

Midlands

Lowcountry

S²TEM Centers SC Host Sites

Charleston STEM Festival

Million Women Mentors
Advancing Women and Girls in STEM Careers Through Mentoring

STEM DEVELOPMENT FOUNDATION

STEM EDUCATOR OF THE YEAR
POWERED BY COMPORIUM

DIG
DREAMS IMAGINATION & GIFT
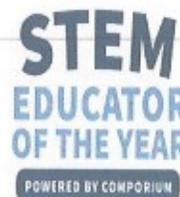
South Carolina's statewide network for STEM education since 1993.

Organizational Statements – FINAL 5.01.18

Organization	Purpose	Values	Vision	Mission	Positioning
SCCMS	To inspire learning and leadership everywhere that STEM matters.	• Serve those in need • Create synergies • Think strategically • Act on opportunity • Reach for the impossible	For all South Carolinians to exemplify world-class STEM knowledge, skills, and life/career characteristics that enable successful careers and engaged citizenship.	To identify and address Grand Challenges in STEM Education through partnerships, advocacy, and public engagement.	We amplify the voices and impact of South Carolina's STEM community.
S²TEM Centers SC	To invigorate STEM leaders and learners.	• excellence in service • collaborative relationships • innovative teaching and learning solutions	For the leaders and learners of S.C. to exemplify world-class STEM knowledge, skills and life/career characteristics, that enable successful careers and engaged citizenship.	Cultivate the community of PK-12 STEM leaders and learners through collaboration, support, and professional learning experiences.	We are national in our expertise, statewide in our reach and locally accessible to those we serve.
Upstate Collaborative	To connect and cultivate community partnerships to promote and support STEM opportunities for PK-16 students in Upstate, SC.	• To cultivate collaborative relationships • Support networks • Think strategically • Promote equity in STEM education and careers	A thriving Upstate where all students have the STEM knowledge, skills and opportunities to ensure the future economic success of our region.	To promote and support STEM opportunities in Upstate, South Carolina through partnerships and community engagement.	To engage business/industry, education, and community by facilitating and supporting STEM partnerships.
Lowcountry Collaborative	Effectively engage the Low Country region in STEM innovation and STEM learning for everyone everywhere.	• Foster collaborative relationships • Identify and provide STEM resources • Involve communities • Establish networks • Inform stakeholders in STEM career pathways	Preparing and inspiring generations of learners to meet the challenges of a global society through innovation and community collaboration.	Advancing STEM awareness, interest and literacy in the Lowcountry through community and outreach initiatives in order to strengthen the STEM workforce and establish our region as a leader in STEM education.	

Organization	Purpose	• Values	Vision	Mission	Positioning
Science on the Move	To inspire SC youth to love STEM.	• Serve those in need • Positive impact on youth and community • Unlock the potential for out of school time STEM experiences • Implement Positive Youth Development practices	For all youth to love learning about all things STEM.	To provide quality STEM learning experiences through mobile outreach in out of school and other learning settings.	To make STEM learning accessible wherever the need arises.
Dream Imagination and Gift (DIG)	To provide underrepresented groups in rural areas opportunities in STEM	• Serve Those in Need • All South Carolinians can realize their dreams	To unlock the full potential of rural communities	To encourage and instill that big dreams can be achieved through the 4 pillars: • Community Service • Workforce/ Economic Development • Recreation Education	Utilizing the 4 pillars to prepare all for college and career.

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 2018-2019 activities included;

Align Activities

Align activities engage EIA (Education Improvement Act)-funded entities and other STEM-oriented organizations in actions supporting South Carolina's Grand Challenges in STEM Education.

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.

Over **35,000** people attended events where SCCMS or strategic partners served as creators or organizers:

- Charleston STEM Festival, Charleston (13,500)
- DIG STEM Festival, Williston (4,000)
- iMAGINE STEAM Festival, Greenwood (3,000)
- iMAGINE STEAM Festival, Rock Hill (4,000)
- iMAGINE STEAM Festival Upstate, Greenville (12,000)
- Next Steps Institute, Colorado Springs, CO (100)
- STEM Education Day at the Capitol, Columbia (150)

Nearly **200** individuals acted in an advisory capacity:

Network partners, organizations and individuals serving in an advisory or key communicator role;

- SCCMS Board and friends of the board (70)

Strategic partners, organizations with a Memorandum of Agreement with SCCMS;

- Upstate STEM Collaborative (11)
- Lowcountry STEM Collaborative (28)
- 4-H Science on the Move (1)
- Dreams, Imagination, and Gifts (D.I.G.) (7)
- STEM Development Foundation (11)

Action Partners, organizations and individuals with which we engage to serve communities with specific events or initiatives include;

- iMPACT Board Upstate (16)
- Greenwood iMAGINE Planning Team and Advisory Board (19)
- STEAM Tech Teams (5)
- Million Mentor Women (15)

Other Align events engaged close to 900 individuals in our work. These include;

- Lowcountry STEM Collaborative Advisory Board Meetings, *Charleston*
- SCCMS Board Meetings (Fall and Spring) (20 non-board) – *Spartanburg and Greenwood*
- STEM Development Foundation Board Meetings, *Rock Hill*
- Upstate Collaborative Community Meeting (20)
- iMAGINE STEAM Festival (Greenwood) – Exhibitor and Volunteer Training Meetings (61)
- iMAGINE STEAM Festival (Rock Hill) – Training Meetings (16)
- iMAGINE update WPEC Principals, *Greenwood* (79)
- iMAGINE Upstate Launch Party, *Greenville* (150)
- Charleston STEM Festival Kick Off Event (55)
- Charleston STEM Festival Steering Team Meeting with Community Partners (20)
- STEM Development Foundation Meet and Greet, *Rock Hill* (41)
- STEM Educator of the Month Presentations, *Lowcountry Region* (222)
- SC STEM Educator of Year, statewide (180)
- Munch and Learn, *Goose Creek (*9)

Align / Community Engagement Activities

36,750 *were reached indirectly through SCCMS organizations and strategic partner events.*

183 *persons were engaged in an advisory capacity.*

873 *were engaged through meetings and other events.*

Collaborate Activities

Provide technical assistance (logistics, marketing, etc.) to organizations seeking to achieve their own STEM education outcomes.

During 2018-2019 we supported the following activities through our presence on planning committees, judging science fairs and support of events that reached **9,016**:

- Chester 4-H Junior & Senior Meeting, *Chester* (12)
- Chester 4-H Open House, *Chester* (50)
- Festival of Trees at the Hyatt, *Greenville* (na)
- Grow Your Own Future Science Day, *Florence* (315)
- Grow Your Own Future Science Day, *Bennettsville* (310)
- Hawthrone Christian Academy Science Fair, *Chester* (60)
- Lowcountry Graduate Center Advisory Board Meeting, *North Charleston* (12)
- Makey Makey Professional Development Session, *Columbia* (30)
- Martin Luther King Parade, *Charleston* (2,000)
- Million Women Mentor Symposium, *Columbia* (80)
- Oakdale Elementary School STEM Fair, *Rock Hill* (60)
- Pecan Festival STEM Zone, *Florence* (2,000)
- SC 4-H Engineering Challenge, *Columbia* (500)
- STEM Expo for Guidance Counselors, *Greenwood* (37)
- STEM on Tap, *Mt. Pleasant* (50)
- Sumter eSTEAM Festival, *Sumter* (3,000)
- Tanger Outlet Can-struction Competition, *North Charleston* (500)

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 2018-2019, in-person inform activities with adults included:

1. Presented **30** hours of inform sessions at conferences and events to **922** participants for a total of **901** service hours delivered. In total, **30** presentations. Events included;

    - Education and Business Summit, *Greenville*
    - GE Foundation, *Cocoa Beach, FL*
    - Making STEM Connections, *Florence, SC*
    - National Science Teachers Association (NSTA) National Conference, *St. Louis MO*
    - SC Council of Teachers of Mathematics (SCCTM), *Columbia, SC*
    - SC Department of Education 2018 Fall Regional School Counseling/Career Guidance Personnel Workshop, *Rock Hill, SC*
    - Science Events Summit (Science Festival Alliance), *San Diego, CA*
    - Workforce Development Community Collaboration Summit, *Rock Hill*

2. Information Booths at 6 STEM events, reaching **2,650** attendees.
3. Participated in 6 community networking events and meetings, reaching **292** individuals.
4. Engaged **5,370** students and youth in STEM related activities and informational sessions:
   - Roper Mountain 2nd Saturday STEM Fest, *Greenville*
   - Pecan Festival STEM Zone, *Florence*
   - Sumter eSTEAM Festival, *Sumpter*
   - Countdown to Kindergarten, *Greenville*
   - IGNITE, *Tega Cay*

Inform	# Reached	Contact Hours
Presentations (20)	922	901
Booth (6)	2560	35
Participated in Community Meetings/Networking Events (5)	342	19
Student/Youth STEM Activities & Info Sessions	5,370	319

Inform Activities (Face-to-Face)

*Staff reached **3,774** adults over **942 hours** of face to face inform activities.*

*Staff reached **5,370** students/youth over **319 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:

	2018-2019	July 2019
4-H Science on the Move	3,156	162
D.I.G.	18,713	4,304
Charleston STEMFest	28,385	na
iMAGINE Greenwood	6,449	80
iMAGINE Rock Hill	2.252	935
iMAGINE Upstate	17,540	699
Lowcountry Collaborative	2,164	na
Next Steps Institute	3,270	77
SCCMS	4,057	206
S^{2}TEM Centers SC	13,169	1,098
STEM Development Foundation	2,570	na
STEM Linx	5,187	237
Upstate Collaborative	419	176
Total	**105,081**	**7,974**

- Added information and opportunities to Facebook pages, reaching:

	2018-2019	July 2019
4-H Science on the Move	16,636	146
D.I.G.	131,397	5,337
Charleston STEMFest	48,800	na
iMAGINE Greenwood	106,731	139
iMAGINE Rock Hill	8,474	5,389
iMAGINE Upstate	54,203	2,669
Lowcountry Collaborative	26,105	na
SCCMS	19,890	191
S^{2}TEM Centers SC	131,986	6,703
STEM Linx	45,938	158
Upstate Collaborative	896	na
Total	**591,056**	**20,732**

- Posted information and opportunities to Intagram, reaching:

	2018-2019	July 2019
iMAGINE Rock Hill	2,222	442
iMAGINE Upstate	23,176	801
4-H Science on the Move	2,340	141
Total	**27,738**	**1,384**

- Posted information and opportunities to Twitter, reaching:

	2018-2019	July 2019
4-H Science on the Move	36,658	369
Charleston STEMFest	42,260	na
iMAGINE Rock Hill	17,552	748
iMAGINE Upstate	46,060	2,641
Lowcountry Collaborative	26,507	na
SCCMS	14,153	3,939
S^{2}TEM Centers SC	23,937	3,736
STEM Development Foundation	13,921	na
Total	**221,048**	**11,433**

- Authored and produced the STEM Insights newsletter, a monthly publication geared toward providing educators impactful content on STEM related issues. Produced 12 issues to **2,001** subscribers. **(July 2019 – 1,987)**
- Authored the S²TEM Centers SC Blog, a regular series aimed at provoking thought and conversation regarding STEM related content and issues. Total of **201** reads. **(July 2019 – 15)**
- Pinned information and resource sites to Pinterest. Total reach of **74,498** (July 2019 – 1,129). Total reach is defined by the number of people who saw our pins. 84 followers.

Virtual Inform Activities

*In total, our content reached **1,021,764** through social and electronic media, an average of 85k per month.*

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

17,782 hours** of professional development was delivered to **1,670 educators.

12,237 hours** of STEM instructional support was delivered to **366 students.

July 2019 1,330 hours of professional development was delivered to 126 participants.

Innovate Activities

Innovate activities engage school and community partners in pilot efforts to implement strategies and resources that improve teaching in STEM content areas.

Innovate programs in 2018-2019:

Innovate Program #1: iSTEM CS

iSTEM CS is an innovation pilot funded, in part, by a grant from Boeing SC. The pilot consists of 10 school teams from various sectors: public, private, and charter – all from the Lowcountry region of South Carolina. iSTEM CS focuses on the inclusion of computational thinking (CT) standards in middle grades science, mathematics, and other subject areas.

23 participants, 540 hours

Innovate Program #2: MARS Map Curriculum (Research)

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.

8 participants, 53 hours

Innovate Activities

*In total, **593** hours of professional development were served to **31** participants.*

Research Activities

Research activities engage school and community partners in experiments designed to measure the impact of focused actions in STEM learning.

Research Program #1: Clemson CRōCS Grant – Teacher Support

Preparing and supporting teachers to teach culturally responsive computer science courses in South Carolina High Schools as part of Clemson CRōCS grant.

23 participants, 335 hours

Research Program #2: Clemson NSF INCLUDES: SC SUPPORTED – Advisory

Statewide consortium supporting underrepresented populations in Precalculus by organizational redesign toward engineering diversity

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Research Activities

*In total, **335** hours of professional development were served to **23** participants via Research Program #1.*

Schools and Organizations of Participants Served Included:

- 199 SC Public Schools, 1 District Office - Representing 47 School Districts, across 37 counties
- 17 Private Schools
- 8 Community/Afterschool Outreach Programs.

A total of 224 schools and organizations located the following counties were served with support, innovate and research activities:
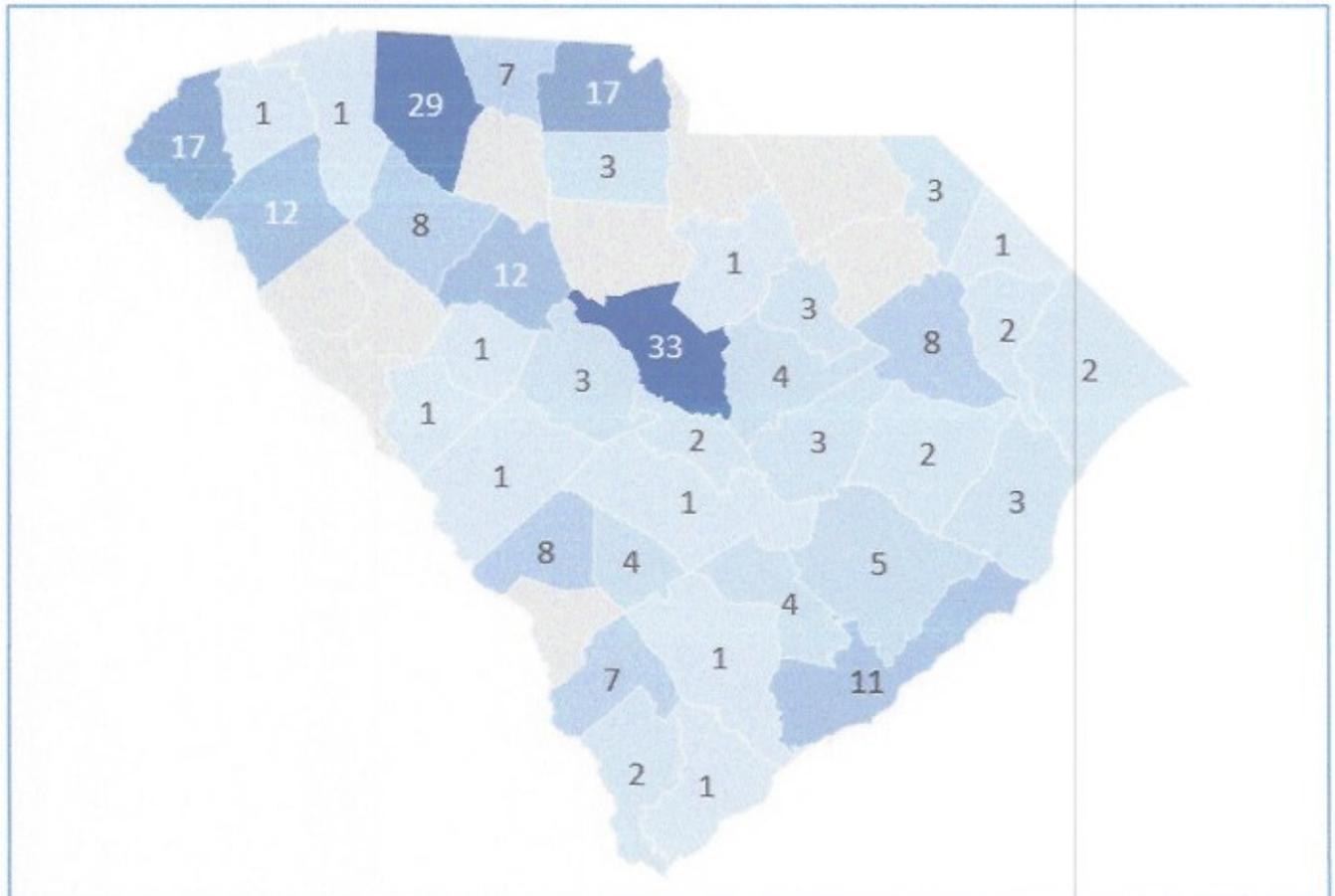
Align Deliverables

2018-2019 Approximate total reach = 36,791 (Indirect), 873 (Direct), 183 (Advisory)

2019-2020 Current total reach to date (July 2019) = 30 (Direct), 12 (Advisory)

Collaborate Deliverables

2018-2019 Approximate total reach = 9,016

2019-2020 Current total reach to date (July 2019) = 76

A total of 42 events occurred across the state where SCCMS' organizations served as organizers or co-organizers of events that promoted STEM initiatives.
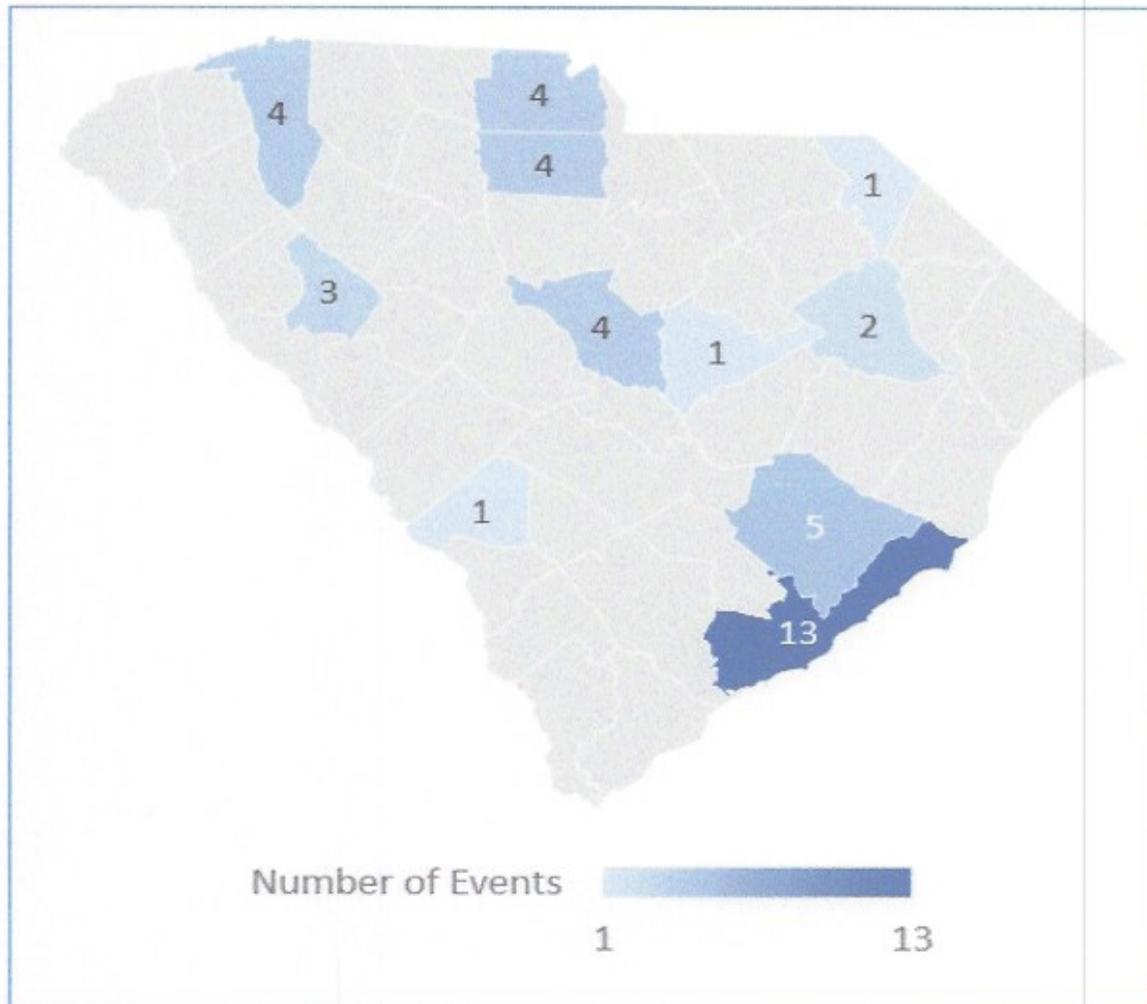
Inform Deliverables

2018-2019 Approximate total reach (in person) = 3,774 adults / 5,370 students & youth

2018-2019 Approximate total reach (virtual) = 1,021,764

2019-2020 Current reach to date - (in person) = 55 (July 2019)

2019-2020 Estimated Current reach to date (virtual) = 44,654 (July 2019)

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	2018-2019	July 2019
General STEM Informational Resource	496	78
Lesson	1,749	156
Program Flyer	5	0
Report	61	5
Strategy	799	16
Grand Total	**3,110**	**255**

Support Deliverables

2018-2019 Approximate total reach = 1,942

2019-2020 Current total reach to date =126

In total staff delivered 30,019 Participant Contact Hours of support service in 2018-2019 to educators and students.

- 17,782 hours of professional development was delivered to 1,670 educators.
- 12,237 hours of STEM instructional support was delivered to 366 students.

Innovate Deliverables

2018-2019 Approximate total reach = 31

2019-2020 Current total reach to date = na

In total staff delivered 593 Participant Contact Hours of innovate service in 2018-2019 to educators.

Research Deliverables

2018-2019 Approximate total reach = 23

2019-2020 Current total reach to date = na

In total staff delivered 335 Participant Contact Hours of innovate service in 2018-2019 to educators.

Historical Summary

Reach	2011/12	2012/13	2013/14	2014/15	2015/2016	2016/17	2017/18	2018/2019
Align (Community Engagement)	N/A	N/A	N/A	23,829	49,290	28,615	35,398	36,791 (Indirect) 873 (Direct)
Align (Advisory Engagement)	N/A	N/A	N/A	74	189	178	198	183
Collaborate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	9,016
Create	N/A	N/A	N/A	N/A	N/A	N/A	1,229.25	0
Inform (f2f) Adults	3,152	3,513	6,857	1,749	6,488	1,625	2,448	3,774
Inform (f2f) Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5,358
Inform(v)	14,571	43,808	47,606	155,310	167,605	331,741	477,159	1,021,764
Support (educators/admin)	1,888	528	1,456	6,203	2,207	2,003	1,507	1,670
Support (student)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12,237
Innovate	0	368	544	163	211	0	48	23
Research	0	329	215	414	79	0	0	31
Contact Hours (educators/admin)	27,828	29,727	29,911	57,414	44,584	41,220	21,333.25	16,847
Contact Hours (student)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12,237
Overall Satisfaction %	92	89	93	98	98	95*	95*	93*

an average of all satisfaction ratings.

Participant Survey Results – July 1, 2018 – June 30, 2019

Participants responded *agree/strongly* agree to the following statements regarding their professional development experience (n=422):

2018-2019

95%	…was clear and understandable.
94%	… well organized.
95%	… relevant and applicable to their work.
88%	… worth their time and effort to attend.
94%	…felt they were provided the tools to use in their interactions with colleagues.
90%	… felt better prepared to change professional practice
92%	… 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.	22%
Planning and reflection.	27%
Additional information on this topic.	7%
None, I just need to begin.	44%

Client Satisfaction Survey Results – July 1, 2018 – June 30, 2019

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

"S^{2}TEM Centers SC has served SGGCS for at least the past four years in preparation for our STEM certification through AdvancED. Each year, we grow stronger in our instructional practices, developing cross cutting and cross curricular activities, and building up our STEM environment. S^{2}TEM Centers SC has been instrumental in our cultural shift and STEM mindset."

Christopher Trott, Principal
St. Gregory the Great Catholic School
Diocese of Charleston STEM Certification through AdvancED

"Teachers who are new to STEM and inquiry-based instruction were able to see and experience the importance of a STEM based instruction in their content area. They were also able to understand the importance of transdisciplinary planning. Continuing this iSTEM professional development is critical for the future of STEM education in our region. This PD helps teachers and districts understand that STEM is NOT FLUFF. STEM is our students' future."

Marian Marlowe, STEM Coordinator for District
Manning Elementary, Clarendon 2
iSTEM

"I am extremely interested in science, and the tools I have gained will allow me to better integrate science across the curriculum. In addition, I am a robotics coach and the idea that STEM really needs to further their understanding in all 4 areas at the same time is giving me a new way to look at programming and the project."

Shawn Woodside, Teacher
Spann Elementary Dorchester District 2
STEM Summer Institute

"The sessions helped me to be more reflective in my practice when coaching teachers and the ways in which I provide feedback. I used the strategies to help build capacity with the Administration team to help teachers become more reflective and self-directed."

Kaseena Jackson, Principal
Langford Elementary, Richland School District Two
Cognitive Coaching

"The Cognitive Coaching content has been disseminated and practiced with leadership personnel over the course of year. It's use will be ongoing to build capacity and strengthen core professional skills."

Robert, Principal
Longleaf Middle School, Richland Two
Cognitive Coaching

"I think all teachers should take part in some sort of similar training to see how STEM can be implemented across the board. It reinforces what was taught, aligns with the graduate profile, and entices the kids to use their critical/analytical thinking."

Victor Majik Lowery, Teacher
Wallace Elementary Middle School, Marlboro
The "E" in STEM

"The experience gave me more confidence when delivering my lessons. I have gotten better at ensuring my students are purposefully engaged. I am equipped with workable strategies which I can implement in lessons. I am more outspoken in team meeting because I feel more capable of sharing what works in my class. I have enjoyed my time learning from the presenter and my colleagues. The sessions were well planned and intentional."

Clifford Broderick, Teacher
Lee Central Middle, Lee County School District
Math Support

2018-19 SCCMS Revenue By Program

SCCMS	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
2B Solutions	Business	Education	Sponsor	Cash	$3,000
BMW Manufacruring Co.	Industry	Transportation	Grantor	Cash	$25,000
Clemson University*	Public	Education	Action Partner	Cash	$110,000
Clemson University	Public	Education	Action Partner	Cash	$19,084
Clemson University	Public	Education	Grant Partner	Cash	$15,046
Homelite Consumer Products	Industry	Manufacturing	Grantor	Cash	$25,000
STEM Devel. Foundation	Foundation	Education	Action Partner	Cash	$45,833
Contributions	Individuals		Staff	Cash	$270
Total Value					$243,233

*Not included in Program Budget as these funds do not enter or leave our deparrtment within Clemson.

S2TEM Centers SC	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Schools & Districts	Public & Private	Education	Client	Cash	$371,808
					$0
Total Value					$371,808

Science on the Move	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Clemson University*	Public	Education	Action Partner	Cash	$9,500
Fluor	Industry	Engineering	Grantor	Cash	$5,000
Lockheed Martin	Industry	Aerospace	Grantor	Cash	$5,000
Total Value					$19,500

*Not included in Program Budget as these funds do not enter or leave our departnebt within Clemson.

Lowcountry STEM Collaborative	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Bosch Community Fund	Foundation	Education	Grantor	Cash	$7,500
Bosch	Industry	Manufacturing	Grantor	Cash & Volunteers	$10,000
Fees				Cash	$2,502
Total Value					$20,002

Upstate STEM Collaborative	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Fluor	Business	Engineering	Action Partner	Cash & Volunteers	$5,000
				Total Value	**$5,000**

iMAGINE Upstate	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
ABB/Baldor Electric	Manufacturing	Motors	Action Partner	Cash & Volunteers	$1,500
AFL	Manufacturing	Fiber Optics	Action Partner	Cash & Volunteers	$5,000
Avx Kyocera Foundation	Manufacturing	Electronics	Action Partner	Cash & Volunteers	$5,000
BMW Manufacturing Co, LLC	Manufacturing	Automotive	Action Partner	Cash & Volunteers	$5,000
Code Ninjas	Non-Profit	Coding	Action Partner	Cash & Volunteers	$750
Dority & Manning PA	Business	Legal	Action Partner	Cash & Volunteers	$1,000
Duke Energy	Industry	Energy	Action Partner	Cash & Volunteers	$4,000
Exhibitor/Food Vendor Fees				Cash	$3,400
Fluor	Business	Engineering	Action Partner	Cash & Volunteers	$10,000
Furman University	Private	Education	Action Partner	Cash & Volunteers	$1,000
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
Jacobs Engineering	Business	Engineering	Action Partner	Cash & Volunteers	$2,000
KOYO-JTEKT	Industry	Automotive	Action Partner	Cash & Volunteers	$1,000
Lockheed Martin	Industry	Aerospace	Action Partner	Cash & Volunteers	$5,000
Miscellaneous Sales				Cash	$1,612
National Inventors	Non-Profit	Education	Action Partner	Cash & Volunteers	$1,000
Piedmont Natural Gas	Private	Energy	Action Partner	Cash & Volunteers	$2,500
Robert Bosch, LLC	Manufacturing	Automotive	Action Partner	Cash & Volunteers	$25,000
SC Arts Alliance	Non-Profit	Arts	Action Partner	Cash & Volunteers	$1,000
SC Charities	Non-Profit	Community	Action Partner	Cash & Volunteers	$4,220
ScanSource, Inc.	Industry	Logistics	Action Partner	Cash & Volunteers	$50,000
Sylvan Learning Center	Private	Education	Action Partner	Cash & Volunteers	$1,200

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2018-19 SCCMS Revenue By Program

	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Ten at the Top	Non-Profit	Commerce	Action Partner	Cash & Volunteers	$1,750
Upstate Alliance	Non-Profit	Commerce	Action Partner	Cash & Volunteers	$550
USC Upstate	Public	Education	Action Partner	Cash & Volunteers	$1,000
				Total Value	**$147,482**

iMAGINE Rock Hill	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Comporium	Business	Telecommunications	Grantor	Cash	$25,000
Duke Energy	Industry	Power	Action Partner	Cash & Volunteers	$1,000
Exhibitor/Food Truck Fees				Cash	$350
Old Town Association	Community	Community	Grantor	Cash	$1,500
Winthrop University	Public	Education	Action Partner	Cash & Volunteers	$500
				Total Value	**$28,350**

iMAGINE Greenwood	Type of Organization	Mission	Role in Program	Type of Contribution	Value of Contribution
Capsugel, A Lonza Company	Manufacturing	Pharmaceutical	Action Partner	Cash & Volunteers	$4,000
Davis & Floyd	Business	Engineering	Grantor	Cash	$1,000
Exhibitor Fees				Cash	$750
Flexible Technologies	Industry	Manufacturing	Action Partner	Cash & Volunteers	$1,000
Greenwood CPW	Public	Utilities	Grantor	Cash	$1,000
McCartha & McClary Ortho.	Business	Dentistry	Grantor	Cash	$500
Piedmont Tech	Public	Education	Action Partner	Cash & Volunteers	$500
RT Bailey Construction	Business	Construction	Action Partner	Cash & Volunteers	$500
Sage Automotive	Industry	Manufacturing	Grantor	Cash	$1,000
South State Bank	Business	Finance	Action Partner	Cash & Volunteers	$500
West Carolian Tel	Business	Telecommunications	Grantor	Cash	$1,000
				Grantor	Cash	$1,000
				Total Value	**$12,250**

All Funders	**Grand Total**	**$847,624**

March 18, 2019

U.S. Department of Education
Office of Innovation and Early Learning Programs
400 Maryland Avenue, SW
Washington, DC 20202

RE: 2019 Education Innovation and Research (EIR) Early-Phase Grant Application

Dear Reviewer:

Please consider this a letter of financial commitment from the South Carolina Education Oversight Committee to support the Smithsonian Science Education Center's Education Innovation and Research (EIR) Early-phase grant proposal, *Smithsonian Science for the Classroom: Improving Student Achievement Across State Borders and State Standards*. This project will provide 12,500 children in grades 3–5 with research-based inquiry science and engineering instruction, as well as study the impact of this type of education on student achievement.

The South Carolina Education Oversight Committee agrees to the following terms of providing non-federal match funds for the initiative as required by the U.S. Department of Education grant guidelines:

1. In year 1, the Education Oversight Committee will provide $25,000 for the initial year of the project.
2. In years 2 through 5, the Education Oversight Committee will have the first opportunity to participate in and fund additional activities that are related to the initiative proposed by the Smithsonian Science Education Center.

The South Carolina Education Oversight Committee also agrees to the following terms:

1. This grant will be used to support costs identified in the matching-funds budget for the project provided to us by the Smithsonian Science Education Center.
2. The South Carolina Education Oversight Committee will receive recognition as a sponsor of this initiative on all project materials.
3. The South Carolina Education Oversight Committee will have the first opportunity to participate in and fund additional activities that are related to the initiative proposed by the Smithsonian Science Education Center.

We look forward to supporting this important project.

Sincerely,

Melanie Barton

Melanie D. Barton

Program Summary			
EIA-Funded Program Name	Teach For America South Carolina	**Address**	635 Rutledge Ave, Suite 201, Charleston, SC 29403

FY 2019-20 EIA Appropriation	$3,000,000	**FY 2020-21 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's (TFASC) mission is to provide South Carolina 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 enlist, develop, and mobilize our nation's most promising future leaders to grow and strengthen education in South Carolina, starting with at least two years teaching in a low-income classroom. During the two years they commit to Teach for America, these leaders are called corps members and are hired by our partner public schools. The goal of TFASC is to ensure that all students in the state have access to an education that prepares them with strong academic skills and knowledge. We achieve this by recruiting and developing teachers and 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 such as test scores and graduation rates. Our intentional focus on training high-quality teachers provides a solution to South Carolina partner districts to source teachers for hard-to-fill subject areas at high-need schools. In the 2019-2020 school year we are working in 11 districts or partners across 10 counties in South Carolina.

The coaching and support that we provide to corps members helps them become better teachers for our students in need. Teacher training starts with more than 40 hours of Teach For America-designed prework composed of readings, classroom observations, reflection exercises, and practical skill mastery designed to ensure that corps members are able to maximize their upcoming training experience.

Then, during the month of June, corps members spend a week living in and learning about the South Carolina communities in which they will teach. Next, corps members attend a rigorous, six-week residential training institute from June through July to prepare them to teach in low-income schools. When the teachers return to South Carolina in late July we build on their residential training with preparation for the upcoming academic year and support to begin building relationships with colleagues, families, and students. Last, every teacher receives ongoing support during their two years through observation and support from program coaches, regional learning communities, and certification programs through university partners.

In a time with teacher shortages across the state and a need for large-scale changes to reform our education system, TFASC offers a short-term and long-term solution to the problem. In the short term, our corps members will lead their students to make dramatic academic gains, putting them on the path toward future success. During the 2018-2019 school year, 64% of our teachers led their students to more than a year's academic growth in the classroom. While schools of education provide teacher training, TFASC fills a unique space in providing an alternative pathway of teachers to districts that struggle to fill their roles and for future leaders who did not graduate with a degree in education. We are a valued partner for districts and communities to address the teacher shortage and provide high-quality education for all students in our state. Nearly 50% of our leaders teach in high-needs subject areas of math, science, and special education, and they do so in communities that have the most difficulty recruiting and retaining teachers. Across the state, greater than 50% of the students in all districts where we place are living in poverty, and in some areas this exceeds 90%.

In the long-term, our alumni become talented leaders in education and across all sectors to bring the lessons of addressing educational inequity to their future work in the classroom or elsewhere. Currently, 53% of TFA alumni who live in South Carolina are working in K-12 education. Additionally, we have 23 alumni working in education-related nonprofits and 9 working in universities. Of the 37% who have gone on to other career paths, many are still involved in advocating for better opportunities for students, including alumnus like Kambrell Garvin who represents District 77 in the House of Representatives.

The EIA's support will help recruit, develop, and mobilize approximately 100 education leaders in South Carolina. Not only do TFA corps members produce transformational academic gains for students, they impact whole schools and communities, leading to long-term educational improvement throughout South Carolina.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov.

1. **Allocation of Funds**

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$0	0%
Retained by this partnership/program/agency	$3,000,000	100%
Allocated to Other Entities (Please Explain)	$0	0%
Other (Please Explain)	$0	0%
Other (Please Explain)	$0	0%
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 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.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

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/

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.

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 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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 2018-19	
Problem/Issue	Far too many South Carolina students, particularly students of color and students from low income backgrounds, do not receive an equitable education. For instance, in 2016-2017, our partner districts averaged 30.7% of their 3rd grade students meeting or exceeding expectations in English on the state exam. By contrast, the state average across all districts was 40% meeting or exceeding expectations. Third grade reading is widely considered a critical academic milestone. A similar gap reveals itself at an equally important milestone: 8th grade math. Our partner districts had an average of merely 18.9% meeting or exceeding expectations against a state average of 42%. On nearly every metric, students in our partner districts are not receiving an equitable education that leaves them with a full suite of life choices.
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 teachers and 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 such as test scores and graduation rates.

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?)
In FY19, we continued our Homegrown Recruitment initiative (previously called "RiseSC"). Homegrown candidates are individuals who	Through our Homegrown Initiative and in partnership with TFA's national recruitment team, we built partnerships across the state, primarily on university and	In FY19, 22% of our incoming cohort members were Homegrown Leaders. In FY20, we will continue to work toward the goal of 50% incoming corps members who are Homegrown Leaders.	30% of our total 2018-19 corps members have ties to South Carolina through the Homegrown Leadership initiative. This represents 24% more than when	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

are from, attend/attended college in, or are currently living in SC. 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. 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 stay in South Carolina immediately 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 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.	college campuses, in an effort to increase the number of corps members with ties to SC serving in high-need and rural communities, and fuel a long-term commitment to educational excellence in SC. Directors of Homegrown Recruitment and Incoming Leadership partnered 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 TFA. Homegrown leaders were encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process. Upon acceptance, TFA SC worked to ensure Homegrown leaders accept their offers through a robust matriculation campaign that leveraged staff, current corps members, school and district partners, and alumni to reach out to build local context, relationships and answer questions.	Additionally, in FY18, 81% of our 2017 Homegrown corps members, who are now alumni, are staying in South Carolina for a third year as compared to 43% of our 2017 corps members who are not Homegrown leaders. In FY19, we retained 85% of our incoming corps members, ranking first in retention among all TFA regions. Our high retention rate is the result of a commitment to maintaining strong connections with incoming corps members before they start teaching, robust onboarding, in-person pre-corps experiences and regional incentives.	we launched in 2011. Last year, about 40% of our Homegrown corps members stayed in their South Carolina classroom for a third year. Our goal is to work towards 50% Homegrown corps members with ties to South Carolina by 2021.	joining corps).
Manager, Alumni Engagement focused on building relationships and networks with our alumni working inside and outside of education to identify opportunities to support their long-term leadership in South Carolina.	We aspire to have multiple engagement opportunities for our alumni in the state. Our Manager, Alumni Engagement will continue to build authentic relationships with alumni to develop an understanding of their wants and needs. In 2018, we launched the regional	The number of alumni in our state actively engaged with Teach For America and still involved in education.	In 2019, the number of Teach For America alumni living in South Carolina grew to 350. This maintains high levels of those working in education and ensuring high levels of engagement particularly from alumni of color. Of our current alumni, 53% are working in	Measured via annual alumni surveys.

	chapter of The Collective, Teach For America's national alumni of color association. Additionally, we will support alumni leadership development through the Rural School Leadership Academy.		education.	
Maintained and expanded data partnerships with placement school districts to share information, particularly around student achievement data and teacher effectiveness. Having access to assessment data from the district increases the reliability and validity of data to measure our impact towards preparing students to be college and career ready. TFASC corps members will report progress monitoring data for all classrooms with during data conversations with coaches. All corps members are required to have a data tracking system in their classroom.

New data management processes have improved our ability to make data-driven decisions and monitor our progress towards goals across all of our programmatic initiatives. | TFASC will continue to participate in a coordinated strategy for gathering student and teacher data directly from districts. This was piloted last year in three districts and is now being taken to a larger scale with all districts.

TFASC will also administer Panarama Student Surveys at three points during the year to gather pre and post data on the impact of teachers on students' classroom experience. Last year, Quick Key was used for student surveys, but a move was made to incorporate more touchpoints and make it easier on the work the teachers have to perform.

We rolled out EasyCBM software to SPED educators who found it helpful or useful.

TFASC maintained a regional data dashboard so that data on classroom impact and our regional goals is available to all staff and updated in real time. | Three school districts were used last year in a direct data sharing pilot. We were able to increase our total data collection across all of our teachers last year by 15% and look to increase this year as well with an expanded data collection strategy with districts.

We will look to increase the total number of student surveys completed by students through the use of student surveys from Panarama. | Data sharing agreements were expanded to be a part of the standard partnership contracts with all districts in which we work. We were able to directly receive data from three district partners in 2018-2019, and we began conversations with remaining district partners to determine conditions needed to honor our data sharing clauses in our district partnership agreements. We successfully implemented the use of Quick Key surveys with a 75% completion rate for corps members last year. | All school districts have data sharing agreements in their contracts. We will aim for data collection directly from 75% of our partner schools.

We will aim to increase our collection percentage of student surveys by 25% through Panarama surveys. |
| Special education corps members received targeted professional development and training on research-based best practices, led by Manager, | Designed and implemented a series of trainings and professional development activities. In 2018-2019, Special Education teachers had sessions | The extent to which our special education corps members report feeling supported, connected to a broader network of special education teachers, and impact on students. | The following topics were covered during Special Education professional development sessions: | Number of sessions where Diverse Learning curriculum is covered during corps member professional development. |

Partnerships/Programs/Agencies

Diverse Learners and external content experts within the education community in our state.	that were specific to their content.	Continue to increase the satisfaction and leadership index of special education corps members.	-Differentiation for self-contained classrooms with multiple grade levels -How to track students and progress monitor based on students IEP goals -How to stay organized with a dual role of case management and teacher -How to increase rigor in classroom given the different academic levels in the classroom -How to create student led IEP meetings	
STEM job opportunities are growing significantly in South Carolina, yet many of our students are being left behind. In order to prepare South Carolina students in high-need and rural communities for careers in rapidly growing STEM fields, we placed 28 teachers to fill teaching shortages in STEM classrooms. Used tools and skills from past STEM partnerships to develop our corps members and alumni in regards to best practices for STEM teachers during summer training institute and professional development sessions.	TFASC strengthened partnerships with corporations in South Carolina that rely on STEM skills, including Duke Energy and Boeing. Boeing made presentations to corps member classrooms about careers and aerospace to provide global perspectives and link classroom learning with the world-class skills their employees need. Additionally, the program team cultivated opportunities for STEM teachers to receive more targeted, subject-specific training, partnering with alumni and veteran teachers in particular to design and facilitate Math and Science content sessions for our 1st year corps members in STEM subjects.	We measured progress by the number of TFA teachers leading STEM classrooms in South Carolina. In 2018-19, a third of our corps members were teaching STEM subjects, reaching approximately 1,800 students last year.	TFA consistently provides a source of STEM teachers for low-income schools in South Carolina, averaging 25-35 teachers who teach up to 2,250 students a year. These teachers are knowledgeable in their subject areas and have led their students to academic achievement, demonstrated by an overall 64% of our corps members achieving more than one year of academic growth with their students.	Internal data on percent of corps members teaching STEM subjects; number of STEM-related partnerships; and student performance on STEM assessments.

Partnerships/Programs/Agencies

Fiscal Year 2019-20				
Problem/Issue	At the start of the 2018-2019 school year the State of South Carolina faced 600 teacher vacancies. In the 2017-2018 school year, 25% of first-year teachers left their positions and are no longer teaching in any South Carolina public school. 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. In TFA-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 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?)
Homegrown leadership: In FY20, we are continuing 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 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 | Directors of Homegrown Recruitment and Incoming Leadership will partner 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 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.

Homegrown leaders will be encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process. These campaigns will include regional incentives, such as a $1,500 signing bonus, Praxis test support, | 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 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. | 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). |

Partnerships/Programs/Agencies

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.	professional development, and internship and mentorship opportunities. Upon acceptance, TFASC will work to ensure Homegrown leaders accept their offers through a robust matriculation campaign that leverages staff, current corps members, school and district partners, and alumni to build local context, relationships, and answer questions.	We will measure short-term progress by number of corps members who fit the Homegrown Talent definition and retention of incoming corps members from acceptance to start of training.		
High-demand placements: we work closely with our partner districts to ensure we are providing high-quality teachers in areas where they have needs. In 2019-2020 we are expanding geographically to be truly statewide, 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 are providing mentors for STEM teachers with subject-content support and virtual office hours from experienced teachers. We have 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, averaging 25-35 teachers who teach up to 2,250 students a year. These teachers are knowledgeable in their subject areas and have led their students to academic achievement, demonstrated by an overall 64% of our corps members achieving more than one year of academic growth with their students.	We aim to have at least 30% 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.	Internal data on percent of corps members teaching STEM subjects and SPED; number of STEM-related partnerships; 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. 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.	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 look at corps member attendance of our various professional development activities. Second, 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.	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 classrooms.	We'll measure these outputs and outcomes by -% attendance -internal indexes measuring corps satisfaction/culture and corps learning -% positive on event surveys -% retention -% of students making more than one academic year's growth
Alumni: Our goal is to fuel a	We will establish deeper and more effective	We will grow the SC alumni base to 390	Success will mean growing the	National alumni

| 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. | relationships with our current alumni base by hosting targeted events to connect alumni with key opportunities, identifying professional development opportunities focused on leadership development and advocacy training. In addition, we will develop a system for alumni input and leadership for programs and engage alumni in mentoring and developing corps members.

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, encourage them to stay in South Carolina, and engage them in internship 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. | by the end of FY20. We will engage alumni in our mentorship and internship programs as well as leadership pathways via national and regional professional development. We also aim to increase our media outreach to three platforms. | alumni base to 390, recruiting 50 alumni to the mentorship program, having SC alumni reconnect to TFA, and engaging 60 alumni in leadership pathways. | survey, regional personal outreach |

Fiscal Year 2020-21				
Problem/Issue	At the start of the 2018-2019 school year the State of South Carolina faced 600 teacher vacancies. In the 2017-2018 school year, 25% of first-year teachers left their positions and are no longer teaching in any South Carolina public school. 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. In TFA-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 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?)

Partnerships/Programs/Agencies

Homegrown leadership: 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 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.	Directors of Homegrown Recruitment and 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, our Directors of Homegrown Recruitment and Incoming Leadership 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. Homegrown leaders will be encouraged to preference South Carolina through a series of targeted outreach campaigns during the application process. These campaigns will include regional incentives, such as a $1,500 signing bonus, Praxis test support, professional development, and internship and mentorship opportunities. Upon acceptance, TFA SC will work to ensure Homegrown leaders accept their offers through a robust matriculation campaign that leveraged staff, current corps members, school and district partners, and alumni to reach out to build local context, relationships and answer questions.	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 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 incoming corps members from acceptance to start of training.	Our goal is to work towards 50% Homegrown corps members with ties to South Carolina by 2021, with at least 30% in FY20. 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).
High-demand placements: we work closely with our partner districts to ensure we are providing high-quality teachers in areas where they have needs. In 2020-2021 we are planning to slightly expand our geographic footprint to include Greenville Public Schools while continuing a focus on hard-to-fill subject	Corps members in high-demand placements often need specialized support, so we will providing 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 with their students and students scoring 10% higher on	We aim to have at least 30% 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.	Internal data on percent of corps members teaching STEM subjects and SPED; number of STEM-related partnerships; and student performance on STEM assessments.

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areas such as STEM and SPED statewide.		state assessment exams than the previous year.		
Regional Institute: We believe TFA teachers will be best prepared to teach in South Carolina classrooms if they do their intensive residential training in South Carolina, so we are launching a local Institute to implement this initiative in summer 2020. Corps members will receive instruction on teaching, subject content, and experiential opportunities. Our student curriculum will be anchored heavily in curriculum from our Partner School and the 2020 National Institute Student Curriculum to ensure a strong alignment to Common Core Standards for greater student success and academic achievement. Resources needed are partnerships with Legacy Charter to jointly hold their summer academic program and provide student teaching opportunities for our corps members, partnership with universities for housing and professional development, and additional seasonal staff members.	We will hold a six-week summer Institute for 60 TFA corps members to prepare to teach. Corps members will learn skills while teaching in two-person collaboration teams with at least 15 students in their classroom to achieve 16-20 hours of direct teaching time. At least 80% of corps members will be teaching the same subject in the summer they will teach in the fall. In addition to direct teaching experience, Institute will provide skills in: classroom management, building positive relationships with students, planning and executing objective-driven lessons, and cultural competence.	At the end of the Institute, our incoming corps members will have achieved on average 80% mastery with their students and their students will experience 1-2 months of growth during the summer. Our incoming corps members will build a culturally competent learning environment based on their experience at Institute. Corps members will respond net 80% or higher to the survey question, "My classroom is a culturally competent learning environment." 95% of corps members that arrive at the first day of Institute will successfully complete institute and start the first day of school. We will not see gaps in retention along lines of difference, summer school placement, or fall placement type.	Students will achieve 80% mastery or higher on their End of Institute exams, which correlates to impact for their future classroom. A corps member reaching 80% mastery with their students demonstrates high teacher effectiveness and students' preparedness for the coming school year. By the end of Institute, corps members will be able to break down South Carolina State standards into daily objectives, learning goals, and design daily assessments aligned to standards; this directly aligns to future success in their classroom. We expect at the end of Institute at least 90% or higher of Corps Members within a Cohort are at the Developing or Proficient level when creating a Daily Objective and Daily Assessments using State Standards.	We will measure student impact using the same measures that we use during the school year. We will use one system across institute such as google trackers that allow for the MD, Regional Institute Strategy and Data Management Specialist to easily roll up weekly averages. The system will allow teachers to input daily exit ticket data and beginning/end of institute assessment data.
Corps member professional development: The biggest impact on teacher recruitment, retention, and success depends on the quality and frequency of professional development they receive. Our corps member	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	There are several measures we use to assess progress here. First, we look at corps member attendance of our various professional development activities. Second, we collect surveys after every activity, as well as measure the broader culture and satisfaction of	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	We'll measure these outputs and outcomes by -% attendance -internal indexes measuring corps satisfaction/culture

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.	classroom.	our corps members, and the extent of their learning, via two national surveys throughout the year.	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 classrooms.	and corps learning -% positive on event surveys -% retention -% of students making more than one academic year's growth
Alumni: 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 establish deeper and more effective relationships with our current alumni base by hosting targeted 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, encourage them to stay in South Carolina, and engage them in internship 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.	We will grow the SC alumni base to 430 by the end of FY21. We will engage alumni in our mentorship and internship programs as well as leadership pathways via national and regional professional development. We also aim to increase our media outreach to three platforms.	Success will mean growing the alumni base to 430, 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

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**.

- TFA encourages a lifelong commitment to education: Nationally, Teach For America has a 28-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 60,000 alumni and corps members in 51 regions around the country, our network now includes 14,000 teachers; 3,700 school principals, assistant principals, and deans; more than 300 school system leaders; 500 policy and advocacy leaders; nearly 200 elected leaders; and almost 200 social entrepreneurs. And while only one in five Teach For America corps members had plans to teach before applying to TFA, 85% 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, we are utilizing 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.

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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**.

Data sharing agreements with districts in 2019-2020 and 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.

Teach For America South Carolina is addressing the lack of exceptional educators in low-income districts using both short- and long-term approaches. Our recruitment of 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. Not only do we address the teaching shortage, but in the short-term we are also having a positive impact on classrooms. In the past year 64% of our teachers had more than a year's worth of academic growth in their classrooms. With low-income schools testing below average on achievement tests, this kind of growth is critical to helping students close the opportunity gap. On an individual level, we see success every day in our classrooms. Between 2018 and 2019, three of our alumni won Teacher of the Year at their schools, and one of our teachers who started in 2019 won Rookie Teacher of the Year in Colleton County. We've had a number of teachers who have 100% of their students pass their End of Course examinations.

In addition to our immediate impact in the classroom, Teach For America South Carolina 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, 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. We regularly assess our methods to ensure we're having the intended outcomes and do adjust when needed. For example, this year we determined that some of our new teachers could use additional subject content support, and so we are providing specific content mentors to our first-year corps members. These mentors are excellent teachers in their subject areas and will mentor corps members teaching Elementary Math, Secondary Math, and Secondary Science. They share newsletters with STEM resources, as well as provide office hours for corps members to provide more content-specific support.

TFA informs programmatic improvement by 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 shape 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. Another part of our development centers around authentic and strong relationships with school administration both at the corps member and staff level. We will administer a survey once a quarter to better understand how principals view the effectiveness and success of corps members.

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 our 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. 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

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?

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

 If "Yes," please describe recommendations below:

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	3,000,000	3,000,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
SEED Funding	172,501	103,059
Other Sources:		
Grant	108,500	129,675
Contributions	246,246	349,980
Non-Profit (Foundation, etc.)	84,362	
Other (specify):		
School Partnerships	423,000	461,925
Corporate	100,500	392,500
Event	9,250	200,000
Carry Forward from Prior Year		

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	2,148,625	1,952,577
Contractual Services	187,200	123,008
Supplies & Materials	34,743	23,910
Fixed Charges	131,500	214,527
Travel	143,464	152,782
Equipment	25,546	15,750
Other Non-payroll	394,530	393,082
Administrative Fee		
Customized National Support	457,441	431,345
Incoming Corps Fee	0	0
Teaching Corps Fee	560,000	700,000
Balance Remaining	0	0
TOTAL:	4,083,049	4,006,981
# FTES:	23	23

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):

_____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 2019-20	**$3,000,000**
Amount of increase requested in EIA funding for FY 2020-21	**$**
Amount of decrease requested in EIA funding for FY 2020-21	**$**
Total amount of EIA funding requested for FY 2020-21	**$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 2020-21?

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.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019.**
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	**South Carolina Council on Economic Education** **dba SC Economics**	**Address**	1014 Greene Street Columbia, SC 29208

FY 2019-20 EIA Appropriation	**$300,000**	**FY 2020-21 EIA Funding Request**	$300,000

Program Contact	**Jim Morris**	**Division/Office**	SC Council on Economic Education
Contact Title	**Jim Morris**	**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.

1. **Allocation of Funds**

    Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are 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)	$	0%
Other (Please Explain)	$	0%
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 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	0%
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.,)	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%

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):

(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 "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 is a bridge year and in 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.

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.

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.

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 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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 2018-19				
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?)	**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?)

Problem/Issue	Most teachers, when assigned to teach Economics and Personal Finance, feel unprepared to teach the subject, especially in accordance with (IAW) changing course standards.			
Goal 1 (2018-2019), (2019-2020) and (2020-2021)	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?)	**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?)
Personal Finance has received renewed interest in the State Legislature and the SC DoE. Standards were rewritten to put more rigor into both Economics and Personal Finance. The required HS graduation course standard was rewritten and renamed "Economics and Personal Finance." This year 2019-2020 will be a bridge year and next year the new	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 workshops around the state,	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 participation has occurred over the last six years.	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 1190 teachers in AY 2018-19 (426% increase) since funding was established in 2012.	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 90% of the school districts in South Carolina either attend

course standards will be required. We provide training for K-12 teachers to teach the fundamentals of economic education (micro, macro, global, and personal finance) IAW 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.	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.			workshops, participate in our student-centered contests, or both. (See Enclosures titled, "*School District Participation Distribution*" and also "*List of Programs, Activities and Events*")

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?)	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 web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles. Teach teachers how to implement the delivery methods.	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.	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 2064 teams in 2019 for a 562% total increase (see Enclosure "*Participation Over Time*".)	The number of teachers participating and students impacted has increased dramatically since state funding was established in 2012 (See Enclosure 1 Participation over Time, and Enclosure 2, SC School District Participation Distribution.)	The number of students or student teams, schools, school districts. (See attached *Return on Investment* Enclosure as well as the *AP Economics Score Trends* over time.

Partnerships/Programs/Agencies

Fiscal Year 2019-20 and FY 2020-21				
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) and (2020-2021)	Continue previous Goals from last year and Establish a Personal Finance 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?)	**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 financial incentives to participating teachers.	Teacher candidates for the program will compete to participate. They will be externally tested by WISE and will be coached through the program.	We will track the number of teachers applying to participate in the program. See Enclosure, "*South Carolina Financial Literacy Master Teacher Program*."	We will track the number of teachers applying to participate in the program.	

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**.

http://www.smgww.org/impact.html

Teachers have consistently told us about the positive influence our programs have had on their students. From better attendance and increased engagement and participation in class to higher test scores and improved academic performance, there are many anecdotes about the educational impact of the SIFMA Foundation's Stock Market Game. These anecdotes were confirmed when FINRA funded a study of the Stock Market Game program by American Institutes for Research (then known as Learning Point Associates). At the conclusion of their year-long study, the American Institutes for Research (AIR) confirmed quantitatively what teachers have been telling us all along: the Stock Market Game engages students and improves academic performance, financial knowledge, and saving and investing habits. In addition to improving math performance and financial knowledge, the AIR study discovered that the Stock Market Game program had a positive influence on the financial decisions of the teachers who used the program with their students. You can read a brief report of the study **here**. The full report is also available. **Click here** for full report

In addition to providing quantitative evidence of the Stock Market Game's educational impact, the AIR study was also the first study exclusively devoted to measuring the SIFMA Foundation's Stock Market Game program. Before the publication of the AIR study, William Walstad and Stephen Buckles, professors at the University of Nebraska-Lincoln, published an analysis of the National Educational Assessment of Progress (NAEP) report on high school economics learning. Considering a range of "economics-related activities," they found that the "only activity that shows a positive and significant relationship with test scores was participation in a stock market game." Their findings are available **here.**

The Jump$tart Coalition for Personal Financial Literacy announced similar results in their Survey of High School Seniors and College Students. They found high school students who participated in a stock market game "did significantly better than other students on the financial literacy exam." These findings were corroborated in four consecutive versions of the survey. Their report is available **here.**

There are also various studies available from our national Council on Economic Education which support the educational value of our competitions, resources, and methodologies at http://www.councilforeconed.org/ Also in the Journal of Economic Education, "Perspectives on Evaluation in Financial Education: Landscape, Issues, and Studies." http://www.tandfonline.com/doi/full/10.1080/00220485.2017.1285738

Although we have retained hundreds of evaluations available upon request, a few include:

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**.

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.

Loss of funding support lines will reduce our ability to remain cost free to teachers which will reduce participation in all activities.

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.

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

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?

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.

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?

_____X_____ Yes   _____ No

If "Yes," please describe recommendations below:

Require at least one teacher per district to apply and achieve Personal Finance Master Teacher status (Bronze, Silver or Gold) such that this teacher can be knowledgeable of new Econ and PF standards to graduate from High School. This requirement would ensure that each school district had expertise and knowledge of available resources resident/internal to their district. These standards are in transition this academic year however, they will be fully implemented (required) for school year 2020-2021. This requires no additional funding from the State Legislature as funding is already available.

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:	$300,000	$300,000
EIA		
General Fund		
Lottery		
Fees		
Federal Funds (specify):	$0	$0
Other Sources:		
Grant	$86,450	$50,000
Contributions	$184,293	$250,000
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**$0**	**$0**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Program Costs	$506,096	$534,000
General & Administrative	$30,878	$$32,000
Fundraising	$28,504	$32,000
Balance Remaining	$0	$0
TOTAL:	**$563,478**	**$600,000**
# FTES:		

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):

_____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 2019-20	$
Amount of increase requested in EIA funding for FY 2020-21	$
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$

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?

8. Proviso Requests. No changes

Enclosure 1- 2018-2019 SC School District Participation Distribution

Enclosure 2- AY 2018-2019 List of Programs, Activities and Events Conducted by SC Council on Economic Education

Enclosure 3- Program Participation over Time

Enclosure 4- Return on Investment

Enclosure 5- AP Economics Score Trends 2014-2018

Enclosure 6 – SC Standards for Economics and Personal Finance

Enclosure 7- By the Numbers AY 2018-2019

Enclosure 8- Financial Literacy Master Teacher Program

2018 – 2019 South Carolina School District Participation Distribution

90%

of SC Districts
are served by
SC Economics

Schools or Districts who had teachers attend 1 or more workshop or in-service

Schools who had 1 or more classes participate in a contest or competition
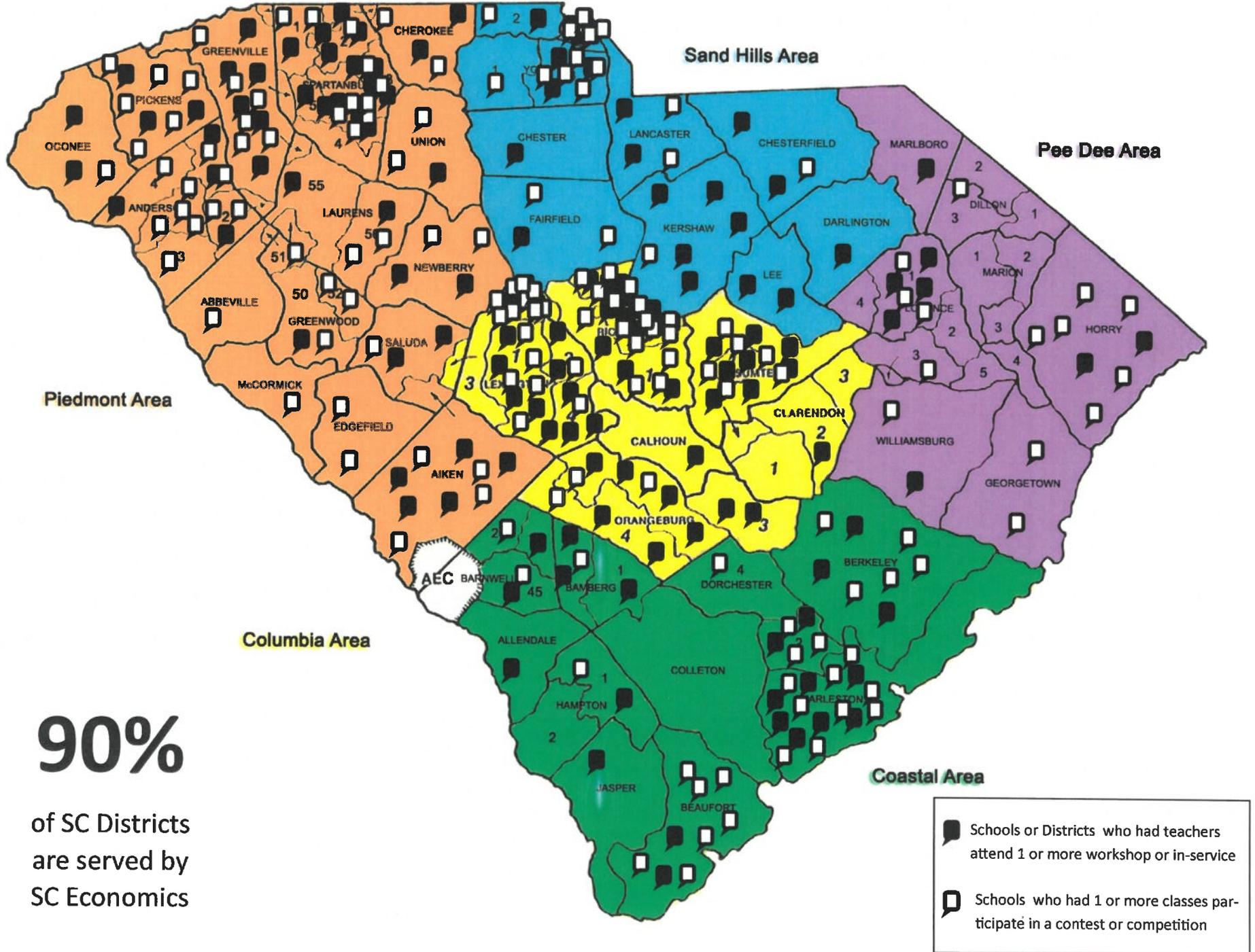
Enclosure 2

AY 2018-19 List of Programs, Activities and Events	Grade Level
Workshops - 39	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 (3)	
Finance Forum	All
Econ Day	HS
Awards Day Luncheon	All
Other Activities	
Treasurer's 529 FL Program	Elem/Middle
E-STEM Teachers Bus Tour	HS
Book Club (2)	All
DMSB Econ Outlook Conf	All
Webinars	All
SC State Standards in Econ/Social Studies-10	HS
Invest It Forward (FL/Econ Classroom Volunteers)-31	All
Teacher Scholarships to Conferences	All
Teacher Award Recommendations	All
Panel Participation	All

104 Total in AY 2018-19

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
Statewide Workshops																					
Teachers	143	136	279	148	361	509	373	438	811	387	302	689	453	689	1142	609	416	1025	547	643	1190
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
Teams	153	215	368	332	439	771	539	544	1083	616	715	1331	801	1200	2001	816	1216	2032	777	1287	2064
Students	642	898	1540	1287	1765	3052	1395	2158	3553	2223	2180	4403	2521	3936	6457	3075	4864	7939	2104	3968	6072
Schools	29	39		44	61		39	50		43	78	121	59	144		73	114	187	42	90	132
Districts	16	21		20	24		23	26		24	28		33	40		36	37	73	22	45	67
Capitol Hill Challenge	(included in SMG spring total)																				
Teachers		11	11		15	15		12	12		10	10		10	10		12	12		10	10
Teams		95	95		125	125		68	68		81	81		73	73		71	71		47	47
Students		325	325		425	425		340	340		405	405		255	255		284	284		162	162
Schools		11	11		13	13		11	11		9	9		10	10		12	12		11	11
Districts		9	9		13	13		10	10		9	9		8	8		12	12		10	10
State House Challenge	Not available until AY 2017-18 (included in SMG spring total)																				
Teachers																					
Teams																				19	19
Students																				208	208
Schools																				594	564
Districts																				18	18
																				11	11
InvestWrite																					
Teachers										24	2	26					7	2	9	5	1	6
Students		53	53	0	26	26	33	0	33	236	20	256	64	32	96	93	11	104	28	2	30
Invest it Forward																					
Total Participation													9				31				64
Classroom Volunteers																					25
InvestWrite Judge																					39
Engagements																					2
Econ Challenge																					
Teachers		13	13		9	9		9	9		11	11		9	9		13	13		11	11
Teams		73	73		64	64		58	58		29	29		45	45		84	84		66	66
Students		319	319		246	246		214	214		101	101		138	138		337	337		264	264
Schools		13	13		9	9		9	9		9	9		9	9		7	7		11	11
Districts		10	10		7	7		6	6		6	6		7	7		6	6		7	7

	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
Finance Challenge																					
Teachers	NA	15	15	15	13	28	26	14	40	15	16	31	15	12	27	16	11	27	14	8	22
Teams	NA	115	115	140	160	300	290	169	459	132	132	264	114	124	238	160	130	290	141	100	241
Students	NA	470	470	486	600	1086	1067	620	1687	504	528	1032	440	496	936	640	520	1160	532	223	755
Schools	NA	15	15	15	13		24	14		15	15	30	15	12 ?		16	8	24	13	7	20
Districts	NA	11	11	11	12		19	10		14	11	25	14	10 ?		13	8	21	13	7	20
Econ Concepts Poster																					
Teachers		53	53		30	30		49	49		40	40		44	44		30	30		22	22
Students		809	809		716	716		905	905		524	524		573	573		367	367		326	326
Schools					21	21		30	30		22	22		31	31		21	21		16	16
Districts					9	9		15	15		11	11		15	15		15	15		11	11
Future Scholar FLP	Not available until fall 2015																				
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
Young Entreprenuer																					
Finalists		5	5		5	5		13	13		14	14		16	16		14	14		15	15
Winners		5	5		5	5		5	5		5	5		5	5		3	3		5	5
Awards Luncheon		260	260		270	270		287	287		260	260		285	285		210	210		270	270
SC School Districts																					72/81

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

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 29 teachers and 2800 students (10K/$345.64=29)

SC Econ provides: Resources (lesson plans, videos, documents), substitute reimburse, methodology, content, help desk, engage, prizes, trophies, meals, best practices, collaborators, standards, relevance, links FREE.

AP Economics Score Trends 2014-2018

AP Microeconomics

Score Distribution	SC Micro 2018	US Micro 2018	SC Micro 2017	US Micro 2017	SC Micro 2016	US Micro 2016	SC Micro 2015	US Micro 2015	SC Micro 2014	US Micro 2014
5	108	18,827	94	15831	62	7501	66	11880	61	11,794
4	208	25,070	189	21189	132	12051	139	19204	124	21,424
3	160	17,238	140	14047	125	9472	92	13356	98	15,340
2	131	13,823	99	9607	83	5449	61	9609	65	11,498
1	88	15,074	113	14807	87	6848	59	13338	57	13,993
T	695	90,032	635	75481	489	41321	417	67387	405	74,049
Mean	3.17	3.21	3.08	3.18	3	3.19	3.22	3.1	3.17	3.07
Passing Rate	68.50%	67.9	66.60%	67.60%	65.20%	70.20%	71.20%	65.90%	70%	65.60%

AP Macroeconomics

Score Distribution	SC Macro 2018	US Macro 2018	SC Macro 2017	US Macro 2017	SC Macro 2016	US Macro 2016	SC Macro 2015	US Macro 2015	SC Macro 2014	US Macro 2014
5	219	28,910	174	21236	201	12731	143	16453	115	16457
4	249	33,109	232	30198	239	17212	207	25765	212	24966
3	185	23,790	165	22561	164	11458	172	20375	195	20564
2	204	24,640	166	21320	213	11685	192	20563	198	19494
1	351	36,224	264	36514	283	15378	274	34707	226	27770
T	1208	146.673	1001	131829	1100	68464	988	117563	946	109251
Mean	2.82	2.96	2.89	2.84	2.87	3	2.75	2.73	2.78	2.84
Pass Rate	54%	58.50%	57%	56.10%	54.90%	60.50%	52.80%	52.90%	55.20%	56.70%

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.

The South Carolina Council on Economic Education

SC ECONOMICS
Helping K-12 Teachers Teach Economics
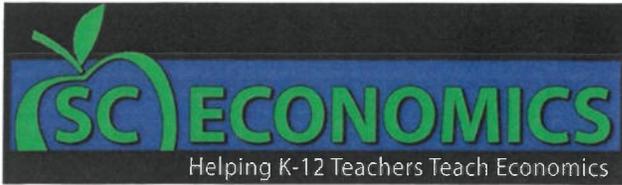
By the Numbers
Academic Year 2018-2019

Our Mission:

We are the only statewide educational non-profit exclusively dedicated to helping **K-12th grade** teachers to teach financial literacy and economic principles at **NO COST** to schools or teachers.

Teacher Quote:

"As a newly assigned teacher of economics with only a history and geography background, your workshops, lesson plans, and classroom activities were the most valuable resources I had available for me to prepare to teach my students."
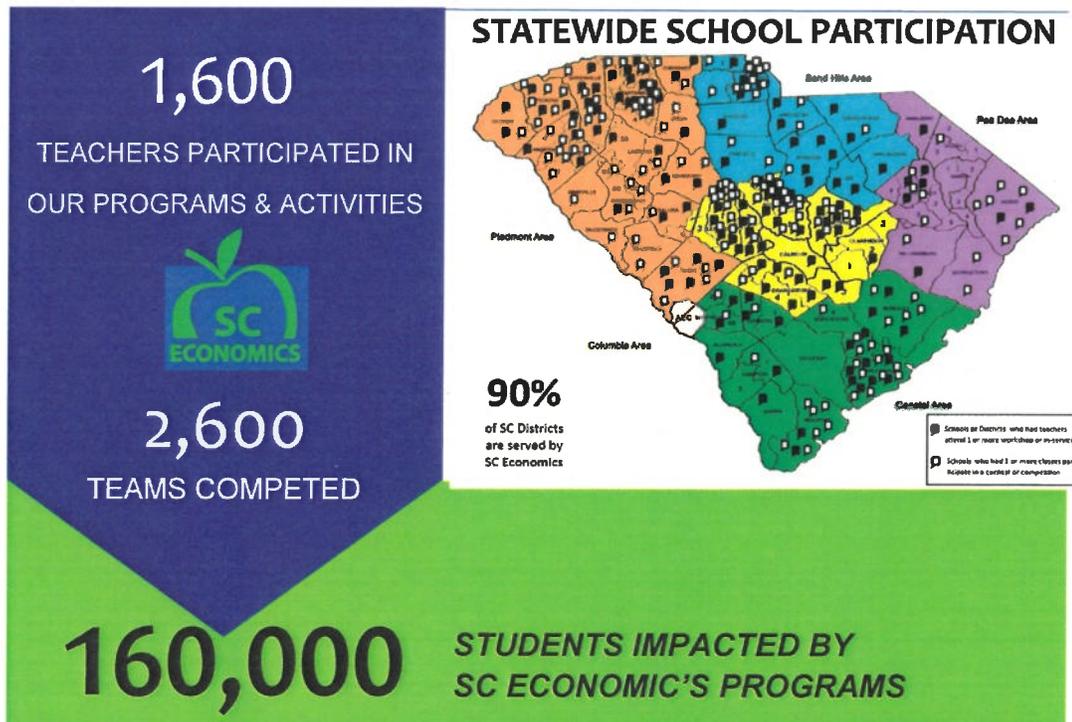
-Teacher at River Bluff High School

Self directed 401K retirement plans are coming by the time today's K-12's graduate. What must they have to succeed? They must be ready!

AY 2018-19 HIGHLIGHTS

- 93 Workshops for 1,200 teachers

- 11 Competitions for students

- 3 Conferences for teachers

Activities for teachers, parents and students including our Annual Awards Day attended by over 300

1,600
TEACHERS PARTICIPATED IN OUR PROGRAMS & ACTIVITIES

SC ECONOMICS

2,600
TEAMS COMPETED

160,000 *STUDENTS IMPACTED BY SC ECONOMIC'S PROGRAMS*

STATEWIDE SCHOOL PARTICIPATION

90% of SC Districts are served by SC Economics

Our business community donors and partners have matched every dollar provided by the state legislature. This partner-match continues to grow, increasing the state return on investment since 2012. We provide curriculum, lesson plans, videos, publications, substitute reimbursement, Continuing Education Credits, helpdesk, best practices, collaborations, awards and trophies.

89.5% OF EVERY DOLLAR SPENT BY SC ECONOMICS
GOES DIRECTLY TO PROGRAM EXPENSE FOR SOUTH CAROLINA'S TEACHERS AND STUDENTS

Email: Jim.Morris@moore.sc.edu for FREE resources | sceconomics.org | 803-777-8677

South Carolina Financial Literacy Master Teacher Program

Sponsored by **Future**Scholar
South Carolina's 529 College Savings Plan

Attention South Carolina Financial Literacy Teachers! 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 Teachers Program provides an incentive 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 school and district.

South Carolina Financial Literacy Master Teachers will greatly assist in educating and empowering our youth with financial literacy skills needed to make sound financial decisions.

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

In addition, teachers who participate in professional development led by **South Carolina Financial Literacy Master Teachers** will receive up to a $100 stipend.

For more information or to apply, visit

FutureScholar.com/SCFLMT

For questions, contact Chandler Jordan at Chandler.Jordan@moore.sc.edu or by phone at 803-777-8676.

As administrator of Future Scholar, Treasurer Loftis is a passionate advocate of financial education and is proud to sponsor this program.

This program is brought to you by the Future Scholar 529 College Savings Plan and is administered by SC Economics.

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	$1,153,433 – 1,808,433

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 education 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 newly funded Carolina Family Engagement Center (CFEC) and the Center for Teaching Quality (CTQ).

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 founding 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. CEP has a robust website at www.cep.sc.gov.

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- The completed report packet should contain fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.
- 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 Bunnie Lempesis Ward at bward@eoc.sc.gov.

PARTNERSHIPS/PROGRAMS/AGENCIES

1.   Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	$715,933	% of Total Line Item
Allocated to Services Provided to Schools and 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:	%

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: 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.

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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:

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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.

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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.

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Fiscal Year Logic Model

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

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) 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 2018-19	
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 67 induction teachers who are UofSC graduates employed in 38 schools in five midlands school districts by exploring the initial support compenents of CarolinaTIP for Year One and Year Two teachers Conducted Professional Development for CarolinaTIP teachers through quarterly meetings, in-class visits, job embedded coaching and 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	38 schools with 54 induction teachers participated in 2018-2019 along with 13 Year Two teachers from 2017-2018. All scheduled events for 2018-2019 were held. The kick off event for 2018-2019 was held on August 18, 2018. 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, and established the CarolinaTIP Advisory Board.	100% of induction teachers involved in the program returned to the classroom in 2019-2020. 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 1. 12 remained eligible for Cohort 1 Year 2.	The Research, Evaluation and Measurement Center (REM) at UofSC designed the evaluation plan for CarolinaTIP. Final evaluation for the pilot year is 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 materials and professional development	In-service Teacher Professional Development: • The SCGA provided up-to-date content, best	In-service Teacher Professional Development: • Offered district-level and conference professional development for teachers.	In-service Teacher Professional Development: • 22 workshop or conference events for	In-service Teacher Professional Development: • Post-event participant evaluations are

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tailored to state and local curriculum.	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.	**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. • Wrote proposal to create a middle-level online geography course with SC ETV. • Wrote grant proposal to increase geography coursework in pre-service programs in partnership with Grays Harbor College and BSCS Science Learning. **Student Engagement:** • Staffed state-level National Geographic Bee.	499 in-service teachers were conducted. **Pre-service Teacher Professional Development:** • 27 workshops were conducted for 462 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 1,600 students with Giant Map program, Geographic Bee, and GPS. NOTE: The SCGA has averaged 2,845 teacher/student participants annually at its events from 2014-2019.	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 has doubled in

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		• Conducted programming with SC Giant Traveling Map in elementary and middle schools. Conducted GPS activities for area elementary schools.	Outcome data referenced here are for July 1, 2018 – June 30, 2019 total 2,561 participants.	size over the past two years, signaling tremendous excitement and satisfaction.
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 provided 9 workshops for K-12 teachers and administrators focused on rigorous classroom instruction and preparation for state testing. WIN assisted in schools and districts across the state providing needed professional development. WIN presented and/or assisted at state and regional conferences – SCCTE, SCIRA, 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. WIN provided assistance to university level students who had not passed the reading or writing portions of PRAXIS Core. WIN continued work with ETV matching current videos available to teachers with new SCCCRS for ELA and writing	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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		lesson plans available online incorporating content areas with ELA for schools across the state. WIN wrote educational units to accompany Columbia City Ballet's EdOutreach performances. These units were correlated to SCCCRS and included STEAM related activities.		
The SC School Improvement Council provided resources, training, and technical assistance to the state's 1,100-plus School Improvement Councils. SC-SIC also coordinated the SC Education Policy Fellowship Program (SC-EPFP).	Developed print, electronic, and online resources, as well as a variety of training 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).	Training offerings on SIC Basics, SIC Leadership, and other topical areas produced and conducted. 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 selected local SICs. In partnership with SCDE,	SIC Handbook available online for download from the SC-SIC website in English and Spanish. Nearly 40 SIC training sessions conducted statewide reaching more than 800 participants. Local SIC membership and composition data was compiled through the SC-SIC Member Network database for 1,100-plus SICs and nearly 14,000 local SIC members statewide. Nearly 40 SIC District Contacts trained.	Local SIC compliance was tracked through SC-SIC Member Network. 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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		regional training sessions conducted for school Parent Liaisons. Annual SIC District Contact Meeting and annual statewide SC-SIC Annual Meeting were conducted. Monthly SC Education Policy Fellowship Program sessions were conducted September through June. Participated in the SCDE School Improvement Advisory Group to provide research support to state school transformation initiatives. Participated on Advisory Board of the Southeast Comprehensive Center in focusing on improvement and innovation efforts by the American Institutes of Research (AIR) in five state area. The three-year term of SC-SIC's ED ended in June 2019. SC-SIC presented three classroom sessions (one for undergraduates and two for graduate level students) at the UofSC College of Education on the roles, responsibilities, and	Five local SICs assisted through Engagement for Outcomes project. Three regional Parent Liaison training sessions conducted, reaching over 120 participants. Materials, information, and resources on SICs provided to 20,000-plus individuals through SC-SIC listserv. Posted social media activity of nearly 900 Facebook page "likes" and 2,800-plus Twitter followers. Eighteen professionals were trained through SC Education Policy Fellowship Program. Over 40 SIC District Contacts Were trained in local SIC responsibilities, with positive	

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		operations of local School Improvement Councils.	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 policymakers	Provided training to SCDE staff and coaches working with low performing schools. 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 and assistance initiatives.	Developed four-year school climate profiles (2015-2018) using the report card surveys administered to parents, teachers, and students in every public school Provided training on using school climate profiles to staff from the Office of School Transformation and transformational coaches working with CSI and priority schools. Provided research data on the relationship between school climate and student/school performance to staff from the General Assembly and SCDE. Provided assistance with the selection of research-based strategies, development of logic models, project methodology, and evaluation design to a variety of policymakers, schools and districts.	Four-year school climate profiles were produced for all CSI and priority schools. Transformational coaches used climate data for school improvement initiatives. SCEPC Director was invited to present to the Ad Hoc Committee on School Climate and Safety chaired by Rep. Rita Allison 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.	State percentiles associated with the identified school climate dimensions were used to assess change in schools implementing improvement or magnet strategies Improvement in school climate dimensions were tracked 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.
The South Carolina Middle Grades Initiative supported professional	In-service Teacher Professional Development:	In-service Teacher Professional Development: Provided micro-grants for	In-service Teacher Professional Development:	In-service Teacher Professional Development:

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development and other enriching experiences for inservice and preservice middle level educators	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: Developed literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirements Assist with Schools to Watch designations. Used National Forum criteria/modules to partner with the SCDE	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: Supported higher educational professionals to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirements. Six schools applied and were reviewed for designation or redesignation. All were visited by a team. Trained Stakeholders and then assisted identified schools.	Awarded micro-grants for 19 certified teachers (from 16 different schools) to attend the SC AMLE State Conference in March. Pre-service Teacher Professional Development: Awarded micro-grants for 26 teacher candidates (from 5 institutions of higher education) to attend the SC AMLE State Conference in March. Curriculum and Materials Development: Provided support for collaborative workshop with higher educational professionals to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirement. Five schools were either named as a School to Watch or were re-designated. Evaluation system with	Certified teacher micro-grant recipients were surveyed. Over 181 additional certified teachers received professional development from grant attendees in their home schools. 94% 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. Pre-service Teacher Professional Development: Teacher candidate micro-grant recipients were surveyed. Over 67 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

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	Office of School Transformation to assist low performing middle schools.		measurable outcomes is being being designed for implementation in October 2019.	the future and 100% indicated that they would attend this conference again in the future. Curriculum and Materials Development: Collaborative group produced a proposal to survey needs and develop resources. Schools to Watch Rubric.

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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 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 113 induction teachers who are UofSC graduates employed in 63 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	63 schools with 62 induction teachers are participating in 2019-2020 along with 38 Year Two teachers and 13 Year Three teachers. All scheduled events for 2019-2020 are planned. The kick off event for 2019-2030 was held on September 25, 2019. Four professional development sessions will be held followed by an end-of-year celebration.	100% of induction teachers involved in the program the first two years have returned to the classroom in 2019-2020. Evaluation results showed that teacher stress declined while self efficiacy and job satisfaction increased.	The Research, Evaluation and Measurement Center (REM) at UofSC designed the evaluation plan for CarolinaTIP. Results will be available in July 2020 for this 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, and established the CarolinaTIP Advisory Board.	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 K-12 (previously this was one year). This has meant a substantial	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 mentoring, content	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 are planned or already conducted in Fall 2019. Pre-service Teacher Professional Development: • 16 workshops are planned or already conducted for pre-service teachers at Columbia College,	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

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increase in demand for SCGA services and materials.	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 Academic Standards and Alignment Guides. • 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 $39K grant from SC Department of Education. • Creating geography and history curriculum materials with $10K grant from National Geographic Society. • Creating a middle-level online geography course with SC ETV with $20K funding support. • Aligning local history materials with geography standards via partnership with Historic Columbia Foundation. • Increasing geography coursework in pre-service programs in partnership with Grays Harbor College and BSCS Science Learning. Student Engagement: • Staffing state-level National Geographic Bee. • Conducting programming with SC Giant Traveling Map in	Furman University, Clemson University, others, during the Fall 2019 semester. Curriculum and Materials Development: • Distributing more than 1,500 posters, books, atlases, and other curriculum materials to South Carolina students and educators. Student Engagement: • Providing direct instruction to students with Giant Map program, Geographic Bee, and GPS. NOTE: The SCGA has averaged 2,845 teacher/student participants annually at its events from 2014-2019. Outcome data referenced here are for July 1 – December 31, 2019. Similar outcome numbers are expected for January 1 – June 30, 2020.	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 has doubled in size over the past two years, signaling tremendous excitement and satisfaction.

		elementary and middle schools. • Conducting GPS activities for area elementary schools. NOTE: See www.scgeo.org/resources for materials.		
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 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 conduct 9 workshops 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 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	WIN will track the number served in each of its initiatives for 2019-2020.	WIN will conduct evaluations at the conclusion of each of its initiatives.

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		READY. WIN will provide assistance to university level students who have not passed the reading or writing portions of PRAXIS Core. WIN will become a contributor 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 will develop a series of units to be distributed at workshops and to schools/districts as requested focusing on media literacy. 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		

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		SC READY's TDA writing prompts. 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 The Great Gatsby, 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).	Develops print, electronic, and online resources, as well as a variety of training materials and technical assistance for local SICs, their members, and other constituencies. Provides training to local SICs and others on SIC roles,	Training offerings on SIC Basics, SIC Leadership, and other topical areas are produced and conducted. SIC Basics training videos are available online through SC-SIC website. SIC Handbook, SIC brochure, quarterly electronic newsletter, and periodic	SIC Handbook is available online On the SC-SIC website for download in English and Spanish. To date, seven SIC training sessions have been scheduled in various parts of the state.	Local SIC membership, composition, and compliance with statute(s) compliance is tracked through SC-SIC Member Network. Local SIC membership, composition, and reporting is publicly available through the online Member Network via the SC-SIC website.

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responsibilities, and operations. Coordinates SC Education Policy Fellowship Program (SC-EPFP).	email updates are produced. 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. District/school SIC trainings are scheduled and conducted. Individualized Engagement for Outcomes sessions are to be held with selected local SICs. In partnership with SCDE, four regional training sessions are scheduled for school Parent Liaisons for Fall 2019. Annual SIC District Contact Meeting conducted in Fall 2019, with the statewide SC-SIC Annual Meeting scheduled for Spring 2020. Monthly SC Education Policy Fellowship Program (SC-EPFP) sessions are scheduled September 2019 through June 2020, with a two-day Leadership Retreat scheduled for October 2019, and the four-day Washington Policy Seminar	Local SIC membership and composition data is compiled through the SC-SIC Member Network database for 1,100-plus SICs and nearly 14,000 local SIC members statewide. Statutory deadline for local SIC reporting to the SC-SIC Member Network database is November 15. Over 35 SIC District Contacts have been trained through the annual SIC District Contact Meeting held in Fall 2019. A number of local SICs are to be assisted through the Engagement for Outcomes project. Four regional Parent Liaison training sessions have been scheduled in various parts of the state for Fall 2019. Materials, information, and resources on SICs is provided to	Attendance records of SIC training offerings is maintained and reported on the SC-SIC website. 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 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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		scheduled for March 2020 in DC. 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 19-20 academic year.	the SC-SIC listserv of some 22,000 individuals. To date, social media activity has increased to over 900 Facebook page "likes" and 2,900-plus Twitter followers. Seventeen professionals have been accepted and are participating in the SC Education Policy Fellowship Program (SC-EPFP). The SC site is the only one of 17 in the U.S. that historically contained a sitting State Legislator. Over 35 SIC District Contacts have been trained in local SIC responsibilities, with positive feedback received on SC-SIC initiatives and programs through the annual SIC District Contact Meeting held in Fall 2019.	
The South Carolina Educational Policy Center provided research support to local schools and	Provide training to SCDE staff and coaches working with CSI and priority schools.	Develop four-year school climate profiles (2015-2019) using the report card surveys completed by parents, teachers,	Profiles will be produced for all CSI and priority schools.	State percentiles associated with the identified school climate dimensions are used to assess change in

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| districts as well as policymakers | Collaborate with staff from the SCDE, EOC, and CERRA on updating and revision of the parent and teacher school report card surveys.

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. | and students in every public school.

Provide training on school climate profiles to staff from the Office of School Transformation and transformational coaches working with CSI and priority schools.

Provide research data on the relationship between school climate and student/school performance to staff from the General Assembly and SCDE.

Collaborate with Florence 4 on the development of a proposal for a 2019-2020 SC Innovation Grants Funding Opportunity to serve at-risk 7th and 8th graders.

Assist with the selection of research-based strategies, development of logic models, project methodology, and evaluation design to schools, districts, and policymakers. | Transformational coaches will use climate data for school improvement initiatives at CSI and priority schools.

SC's parent and teacher report card surveys will be revised.

SCEPC will analyze the data from the first administration of the revised report card surveys and suggest any necessary changes.

School climate profile data is being used as an outcome to assess the effectiveness of federal magnet schools, family engagement centers, and a variety of other projects. | schools implementing improvement or magnet strategies

Improvement in school climate dimensions are 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 is 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 Teacher Professional Development:
Award micro-grants for | In-service Teacher Professional Development:
Provide micro-grants for certified teachers to attend the SC AMLE State Conference in | In-service Teacher Professional Development: | In-service Teacher Professional Development:
Survey certified teacher micro-grant |

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inservice and preservice middle level educators	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: Award 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: Develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirements Assist with Schools to Watch designations. Use National Forum	March. Pre-service Teacher Professional Development: Provide micro-grants to teacher candidates to attend the SC AMLE State Conference in March. Curriculum and Materials Development: Support higher educational professionals to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirements. Provide support for schools who apply and are reviewed for designation or redesignation. Identify schools and implement 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: 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: Support work of higher educational professionals to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirement List number of schools that were either named as a School to Watch or were re-designated.	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: 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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	criteria/modules to partner with the SCDE Office of School Transformation to assist low performing middle schools.		Use evaluation system with measurable outcomes to gauge success of professional development modules.	

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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 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 establish an Upstate pilot in Greenville and to expand to Lexington One in the Midlands.	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, and established the CarolinaTIP Advisory Board.	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 efficiacy 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 conduct Professional Development for CarolinaTIP 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 Studies College- and Career-Ready Standards now contain three years of geography instruction in K-12 (previously this was one year). This will	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. Pre-service Teacher Professional Development: • The SCGA will provide future teachers with	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. Curriculum and Materials Development:	In-service Teacher Professional Development: • Will conduct at least 15 workshop or conference events for In-service teachers. Pre-service Teacher Professional Development: • Will conduct at least 15 workshops for pre-service teachers. Curriculum and Materials	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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continue to generate high demand for SCGA services and materials.	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.	• Will create lesson plans to align with new social studies standards. • Will create geography and history curriculum materials with $10K grant from National Geographic Society. • Will create a middle-level online geography course with SC ETV with $20K funding support. • Will align local history materials with geography standards via partnership with Historic Columbia Foundation. • Will increase geography coursework in pre-service programs in partnership with Grays Harbor College and BSCS Science Learning. Student Engagement: • Will staff state-level National Geographic Bee. • Will conduct programming with SC Giant Traveling Map in elementary and middle schools. Will conduct GPS activities for area elementary schools.	Development: • Will distribute posters, books, atlases, and other curriculum materials to South Carolina students and educators. Student Engagement: Will provide at least 10 schools with direct instruction to students with Giant Map program, GPS, and Geographic Bee.	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 will continue to provide support to districts and schools in preparing their	WIN will continue to provide professional development based on current research.	WIN will conduct 9 workshops 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.

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students for meeting the requirements of the Profile of a South Carolina Graduate.	WIN will continue to develop technical assistance plans that focus on SC ELA Academic Standards of greatest need by analyzing available state test data. WIN will continue to collaborate with teachers to develop instructional strategies and materials to improve ELA instruction for all students with emphasis on those in underperforming schools. WIN will continue to participate with other education related agencies and projects that affect ELA instruction.	classroom instruction and preparation for state testing. The emphasis for each workshop will be determined by the SC Department of Education's SC READY Data Review. WIN will continue to assist in schools and districts across the state providing needed professional development. WIN will continue to present and/or assist at state and regional conferences such as, 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 as needed. 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		

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		Holocaust survivors with supporting materials for teachers at all grade levels to use in their classrooms. These materials will incorporate the SC ELA Academic Standards and SC Social Studies Standards. WIN will continue to develop units that incorporate strategies to improve weaknesses as determined by state test data and that address media and disciplinary literacy. WIN will continue to write educational units to accompany Columbia City Ballet's EdOutreach performances where the intended audience is PK- Grade 5. These units will be correlated to SCCCRS and will include STEAM related activities. WIN will continue 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,	SC-SIC will develops print, electronic, and online resources, as well	Training offerings on SIC Basics,	The SIC Handbook will be available online on the SC-SIC website for	Local SIC membership, composition, and compliance with

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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 FY20-21.	as a variety of training materials and technical assistance for local SICs, their members, and other constituencies. SC-SIC will provide training to local SICs and others on SIC roles, responsibilities, and operations. Coordinate SC Education Policy Fellowship Program (SC-EPFP).	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 email updates will be produced. SC-SIC will investigate the 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. Individualized Engagement for Outcomes sessions will be held with selected local SICs, dependent on staffing. SC-SIC will endeavor to continue its partnership with SCDE to provide regional	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. SC-SIC will explore additional topic areas for training videos to be included on the SC-SIC website for viewing by local SICs. Local SIC membership and composition data will 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.	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 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

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		training sessions for Parent Liaisons. SC-SIC will evaluate holding its Annual SIC District Contact Meeting in the Fall, and will research if a form of webinar and/or video training module(s) would accomplish goals of the meeting. 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-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	SC-SIC will continue to grow it 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-EPFP).	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.

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		institutions in the state, to offer class presentations on the roles, responsibilities, and impact of local School Improvement Councils for their school communities.		
The South Carolina Educational Policy Center provided research support to local schools and districts as well as policymakers	Provide training to SCDE staff and coaches working with schools designated as CSI, priority, TSI, and ATSI under ESSA requirements. Collaborate with staff from the SCDE, EOC, and CERRA in analyzing data from the state teacher, parent and student school report 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	Develop four-year school climate profiles (20116-20) using the report card surveys completed by parents, teachers, and students in every public school. Provide training on school climate profiles to staff from the Office of School Transformation and transformational coaches working with CSI, priority, TSI, and ATSI schools. 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	Profiles will be produced for all CSI, priority, TSI, and ATSI schools. Transformational coaches will use climate data for school improvement initiatives at CSI, priority, TSI, and ATSI schools. Recommendations will be provided for revision of 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	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 be incorporated into successive trainings. Funding received by districts or schools

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	Improvement Advisory Group to provide research support to state school transformation initiatives.	evaluation design to schools, districts, and policymakers		assisted by the SCEPC will be tracked.
The South Carolina Middle Grades Initiative supported professional development and other enriching experiences for inservice 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 candidates to attend the SC AMLE State Conference, thus enabling them to attend sessions and bring new learning back to their respective institutions	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: Continue to support higher educational professionals to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirements.	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 attend the SC AMLE State Conference in March. Increase number of participants from last year. Curriculum and Materials Development:	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: 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

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and fellow teacher candidates. Curriculum and Materials Development: Continue to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirements Continue to assist with Schools to Watch designations. Continue to use National Forum criteria/modules to partner with the SCDE Office of School Transformation to assist low performing middle schools.	Continue to provide support for schools who apply and are reviewed for designation or redesignation. Continue to identify schools and implement professional development	Continue to support work of higher educational professionals to develop literacy resources and training materials for schools and districts on successfully implementing the Read to Succeed requirement Continue to list number of schools that were either named as a School to Watch or were re-designated. Continue to use evaluation system with measurable outcomes to gauge success of professional development modules.	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.

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).

PARTNERSHIPS/PROGRAMS/AGENCIES

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.

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 and 2018-2019, 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.

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 geography content. This will impact professional development and programming needs.

High principal and teacher turnover in low-performing schools affects the long-term impact of professional development and technical assistance. Many school districts do not have a designated Middle Level Coordinator which makes the work of SCMGI even more important.

PARTNERSHIPS/PROGRAMS/AGENCIES

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.

PARTNERSHIPS/PROGRAMS/AGENCIES

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.

PARTNERSHIPS/PROGRAMS/AGENCIES

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.

PARTNERSHIPS/PROGRAMS/AGENCIES

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	715933.00	715933.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:	283,225.00	339,000.00
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Services to schools and districts	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	0	0
TOTAL:	715,933.00	715,933.00
# FTES:	0	0

PARTNERSHIPS/PROGRAMS/AGENCIES

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 2019-20	$715,933
Amount of increase requested in EIA funding for FY 2020-21	$437,500 – 1,092,500
Amount of decrease requested in EIA funding for FY 2020-21	$
Total amount of EIA funding requested for FY 2020-21	$1,153,433 – 1,808,433

    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, CarolinaTIP is serving 113 teachers in 63 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 2020-2021 (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 2021-2022.

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 2021-2022. 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.

8. Proviso Requests

PARTNERSHIPS/PROGRAMS/AGENCIES

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.

PARTNERSHIPS/PROGRAMS/AGENCIES

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 113 teachers in 63 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 2020-2021 (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 2021-2022.

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 2021-2022. 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 establishes the Center for Education Partnerships. The suggested amended language expands the Center to have direct oversight and implementation of a state-wide teacher retention initiative called the Carolina Teacher Induction Program.

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 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 negative 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.