Summary of the 2019-20 EIA Appropriations

	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

- 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**.**

EIA-Funded Program Name	Centers of Excellence	Address	SC Commission on Higher Education 1122 Lady Street, Suite 300, Columbia, SC 29201
Program Summary			

FY 2019-20 EIA Appropriation	$1,137,526.00	FY 2020-21 EIA Funding Request	$1,137,526.00

Program Contact	Dr. Lishu Yin	Division/Office	Academic Affairs
Contact Title	Program Manager	Address	1122 Lady Street, Columbia, Sc 29201
Contact Phone	(803)737-2246	Contact E-Mail	lyin@che.sc.gov

Summary of Program:

The Centers of Excellence is a competitive grants program conducted through the South Carolina Commission on Higher Education. Public and private institutions of higher education may submit proposals for a five-year grant whose purpose is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period.

1. **Allocation of Funds**

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

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$N/A	N/A%
Retained by this partnership/program/agency	$N/A	N/A%
Allocated to Other Entities Francis Marion: Center of Excellence on College and Career Readiness (CCR)	$187,500.00	16.48%
Allocated to Other Entities (Please Explain) USC Columbia: Center of Excellence for Advancement of the Workforce and knowledge Economy in SC (AWAKE)	$112,500.00	9.88%
Allocated to Other Entities (Please Explain) USC Columbia: The South Carolina Teacher Education Advancement Consortium (SC-TEACHER)	$105,000.00	9.23%
Allocated to Other Entities (Please Explain) Columbia College: Alternative Pathways for Educator Certification (APEC)	$150,000.00	13.18%
Allocated to Other Entities (Please Explain) Clemson University: Center of Excellence on Retention and Recruitment for Diverse Educators (CRE^{2}DE)	$150,000.00	13.18%
Other: Program Administration	$83,026.00	7.29%
Other: Francis Marion University: Center of Excellence to Prepare Teachers of Children of Poverty	$350,000.00	30.76%
TOTAL:	$**1,137,526.00**	**100%**

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

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

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Expenditure Category for Funds Allocated to School Districts	N/A%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please *exclude* National Board supplements and Teacher Supply Funds.	N/A%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	N/A %
Special Education Services	N/A %
Health (i.e. school nurses, mental health counselors, etc.)	N/A %
Safety (i.e. school resource officers, etc.)	N/A %
Vocational (i.e. career education, vocational equipment, etc.)	N/A %
Facilities & Transportation	N/A %
District Services	N/A %
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	N/A %
Adult Education	N/A %
4K (i.e. Half-Day and Full-Day Programs)	N/A %
Assessments (i.e. funds for formative assessments, industry exams, etc.)	N/A
Teacher Supply Funds	N/A %
National Board Supplements	N/A %
Other *(Please Explain)*	N/A %
TOTAL:	N/A %

Total should reflect 100%.

2.   **A. Relevant State Law**

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

Code of Laws:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

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

Funds for the EIA funded Centers of Excellence are appropriated to the SC State Department of Education and transferred to CHE to be expended for the purpose of the program. In FY 2019-20, funding of $1,137,526 for the program is level with funding provided in FY 2018-19. The funding continues to include an allocation of $350,000 that flows to Francis Marion University (FMU) for the Center of Excellence to Prepare Teachers of Children of Poverty. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2019-20 Appropriations Act, Part 1A: SC State Department of Education (H63). VIII. Education Improvement Act, F. Partnerships, Centers of Excellence (H030), $1,137,526.00.

FY 2019-20 Appropriations Act, Part 1B Section 1A Provisos:

1A.7. (SDE-EIA: Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, VIII.E. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, VIII.E. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, VIII.E. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, VIII.E. Other State Agencies and Entities. Further, the Department of Revenue is directed to provide the full

appropriation of the funding appropriated in Part IA, Section 1, VIII.C.2. Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, VIII.G. Charter School District to the Department of Education at the start of the fiscal year from available revenue.

1A.32. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s):

B. Other Governing Guidelines

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

X	Yes		No

If yes, please describe:

Guidelines for new proposals are developed and revised annually each year by staff at CHE. The guidelines are approved by the Advisory Committee on Academic Affairs (ACAP), the Committee on Academic Affairs and Licensing (CAAL) and the Commission on Higher Education (CHE). Revisions are based on the desired focus of the Centers through guidance from the Education Oversight Committee (EOC). Guidelines for new proposals for 2020-21 will be available following the December 2019 Commission meeting.

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.

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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	The highest-need schools in South Carolina have the most inexperienced teachers. Effective Educator Preparation Programs must prepare teachers with the knowledge, skills, and dispositions to demonstrate a positive impact on all P-12 students' learning and development. Educator Preparation Providers have the knowledge and skills to provide direct support to the students in the highest need schools.
Goal #1	Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance **teacher practice** and **student achievement**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Increase the positive perception of teaching as a possible career option among prospective minority teachers and	Build recruitment partnerships between triad partners. Support coordination of	Held the CREDE's First Annual Summer Convening and started to establish relationships and recruitment networks.	A total of 27 representatives from triad partners attended the Summer Convening. They started to build the	Changes in the numbers of minority students graduating, applying to college, and more specifically applying to

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their families. This in turn will increase recruitment of prospective Minority Teachers (MTs) into the teacher preparation pipeline in high-needs schools and districts.	annual "College Affordability Fairs" to aid local recruitment of MTs.		recruitment networks and discussed the logistics of College Affordability Fairs that will be implemented in Year 2.	college with an interest in education as a career. Growth will be determined based on the baselines established in year 1.
The center focuses on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support high-needs P-12 districts in their efforts to hire and retain MTs. In addition, through enhancing infrastructure of leadership and support at school, the center focuses on increasing retention of MTs.	Increase clinical placements for preservice MTs in priority schools Participate in Bus Tours to assist triad partners from higher education to spend time in and get to know partner schools Annual triad partner meeting to develop collaboration and leadership. Establish discussion groups and supports for MTs in partner schools. Establish technology-mediated minority professional mentorship groups across the pipeline.		Baseline data on belongingness was collected through the online survey from 576 teachers. Follow-up comparison with year 2 survey data will be used to evaluate the effectiveness of these activities.	Impact of this activity will be assessed by tracking increases in the number of preservice MTs from within the triad and the eventual increase in minority teacher hiring by 10 teachers per year across partner schools. Feedback surveys of meeting utility and satisfaction were collected at the end of each of the two days of the meeting. The impact measures for this activity include an increase in the sense of belonging (belongingness) expressed by MTs using a validated survey scale.
Support minority teacher recruitment and retention (MTRR) via enhancing teaching practice within P-12 school districts, leading to decreased turnover and	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.	Three in-service PD sessions were held over a four-month period. Teacher received instructional materials, engaged in discussions about equity, and spoke with a	The workshops were attended by 20-25 teachers each time, and although outcomes data are not yet available, they expressed general	The impact measures for all three of these activities will be increased teacher satisfaction with the learning, social and physical environment, and

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enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support student learning and create a larger MT pool over time.	Conduct PD workshops for partner districts, for creation and management of workplace diversity. Provide access to diversity-oriented programs via partnership with Clemson University.	panel of prospective MTs about their successes and challenges.	satisfaction with the experience.	increased teacher retention—as measured by the annual teacher survey and reported on the State Report Cards.
Columbia College: Center of Excellence on Alternative Pathways for Educator Certification (APEC)				
Develop an alternative certification model (including 4 course modules) which integrates best practices in teacher education with the feasibility of alternative certification programs. The program incorporates a work-embedded field experience to give APEC Fellows practical experiences in addition to quality coursework so that they are prepared for teaching in high-needs schools. APEC Center recruits APEC Fellows to the APEC Program who can then work for high needs school districts.	Developed Online Registration for Information Sessions. Developed an admissions and application process. Held multiple recruitment fairs at partnership school districts and Columbia Campus.	Online Registration for Information Sessions available. Held eight (8) recruitment fairs at four locations (Richland 1 District, Fairfield County District, Richland District 2, and Columbia Campus). In 2018-2019, 24 applications were received for Cohort 1 and 79 application for Cohort 2. The course modules started in July 2018.	A total of 160 individual attended the recruitment fairs. Accepted the first cohort of 16 APEC Fellows beginning in July 2018. In July 2019, the second cohort of 23 were enrolled. Of the 39 participants, 20 fellows are African-American females and six (6) are African American males. The APEC Fellows range in age from 25 to 60 and have between one (1) and 15 years of experience working in public schools.	Outcomes are measured by the following by Praxis II. Three passed their required Praxis 2 Exam and will be teacher of record in their classrooms for 2019-20 school year. Retention: 14 out of 16 (81%) Fellows from APEC Cohort 1 are retained through to Year 2.
Francis Marion: Center of Excellence on College and Career Readiness				
Students in high-needs districts need "college	"Preparing for College Today" presentation for	Presentation given at Francis Marion University.	40 students and 3 middle-school teachers	Interview of participants indicated feeling prepared

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knowledge" in order to be ready for the rigors of college (Conley, 2014).	Southside Middle School students at Francis Marion University.		attended the presentation.	and ready to implement the practices in their classroom.

USC Columbia: Center of Excellence for
the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Provide professional development (PD) emphasizing career exploration through Project Based Learning (PBL) to career development facilitators, school-based counselors, and content area teachers. The school-based teams consisted of career specialists and teachers.	Two-day professional development workshops were provided.	A total of 35 teachers and career development facilitators from nine (9) districts attended the PD workshops.	About 91% of participants strongly agreed that the PD met its stated outcomes regarding PBL and 100% agree that they would use what they learned in their ongoing professional practice.
Offer SC State Board of Education approved sequence of three-courses ending in SC Project-Based Learning Endorsement to AWAKE Fellows in participating school districts.	Offer Three-course sequence with a second cohort of teachers beginning in the Fall 2018 that including additional AWAKE participants from a new partnering district.	Three-courses offered as planned in FY 2018-19.	The first cohort 20 teachers successfully completed the course sequence and received PBL endorsement in June 2019. The second cohort of 12 teachers completed two courses.	Measured by the percentage of participating teachers completing the courses. 100% of the first cohort completed the training.

Fiscal Year 2018-19	
Problem/Issue	Effective Educator Preparation Programs develop best-practice based on research. Content and pedagogical skills must be tested and refined by teachers in training (pre-service) and current teachers (in-service).
Goal #2	Centers of Excellence develop and model state-of-the art **pre-service** and **in-service** programs.

Strategies and Resources (What intentional actions were taken? to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective minority teachers (MTs) in attending Men of Color conference and participating in education/educator strand.	The Center coordinated with the organizers of the Men of Color National Summit to support and promote participation of students who were enrolled in partner P-12 districts at the junior and senior level—both male and female—in the Education-Educator track at the Summit.	A total of 45 students attended this strand of the National Summit and were introduced to education as a career path.	The Center will coordinate with institutions of higher education across the triad partnership to consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionately experienced by minority teacher candidates during their preservice years, or increase assets gained by minority teachers during	Foster efforts to align curriculum among triad partners (activity delayed)

Support provision of Praxis Core test preparation for preservice MTs. | Coordinated the delivery of four Praxis Core workshops on to prospective MTs.

Findings were presented the Clemson University Research Forum. | Self-reported data from participants indicate that one of the workshop participants passed their Praxis exam after taking this workshop. | The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep in the upcoming years. |

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higher education in order to increase entry opportunities into the teacher pipeline.	Hold faculty discussion forums to report Center findings and discuss implications for improving teacher education.		A total of 12 faculty member attended.	Impact of this activity will be assessed by tracking the number of teacher education faculty members who attend discussion forums.
Enhance the induction experience for MTs new to teaching leading to increased retention through enhancing the infrastructure of leadership and support at the schools in which they work.	Annual triad partner meeting to develop collaboration and leadership. Establish discussion groups and supports for MTs in partner schools. Establish technology-mediated minority professional mentorship groups across the pipeline.	Hosted the first Summer Convening to support collaborative planning and leadership development.	A total of 27 individuals from triad partners attended the Convening that provided a platform for triad partners to establish collaboration partnership.	Post workshop surrey indicated positive response as an important next step in building the pipeline.
Columbia College: Alternative Pathways for Educator Certification				
Creation of an adapted teacher residency model which involves student engagement in instructional modules, observations, collaboration with a mentor teacher observed indicates development and implementation of model pre-service and in-service programs (Reagan, Roegman, & Goodwin, 2017).	Design two tracks to meet the diverse needs of participants: 1) Track One for current instructional assistants with associate degrees. 2) Track Two for career changers holding bachelor's degrees. Hold monthly cohort meetings to continue collaboration with mentor	Cohort 1 Fellows followed course schedules. Meetings held as planned.	Fourteen out of 16 Cohort 1 APEC fellows in the first cohort completed courses as schedules. Cohort 2 began Module 1 in summer 2019. All 23 APEC Fellows successfully completed Module 1.	SCTS 4.0 Rubric adopted by the SC State Department of Education was used as an assessment tool. 88% - 100% of APEC Fellows in Cohort 1 completed Module 1-4 with a grade of B or higher in Year One. The set expectation is that 90% of Fellows score acquiring or above on the SCT Standards 4.0/ADEPT in year 1 and year 2. The

	teachers and college supervisors. Hold weekly Professional Learning Seminars for APEC fellows.			90% expectation was met by the end of Field 2. Survey and interviews findings about Fellow perceptions indicated 80% of the APEC Fellows recommend the program to someone who has a desire to pursue teaching professional via alternate route to teacher certification.
Francis Marion: Center of Excellence on College and Career Readiness				
FMU's CCR Project-based learning has been adopted and implemented by TRANSFORM SC and other researchers as a scalable? pedagogical approach that can prepare students for life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	Improve teachers' implementation of project-based learning by offering workshops and meetings throughout the school year that allow teachers to develop, revise, and reflect upon their classroom PBL practices at Virtus Charter School (Florence) and Gibbes Middle School (Richland One).	At each school, the Center co-directors offered a one-day "Introduction to PBL Project Design" workshop. Throughout the year, the co-directors visited the schools and met with all faculty to assist with project development and offer feedback and additional support.	A total of 60 teachers attended the workshops at two different sites and nine meetings were held.	The survey findings indicated the majority of participants who have attended a PBL session (n=22) reported that they used project management tools if it was applicable to their position. A focus group was interviewed and they stated PBL was a relatively new concept for them and it transformed their teaching. 100% of interviewed participants stated that their motivation increased after attending the workshop and observed students' taking initiative in their learning.

Fiscal Year 2018-19	
Problem/Issue	Along with the most recent research, higher education faculty must maintain a knowledge of current K-12 challenges. Research accompanied by a current understanding of today's K-12 classroom ensures effective educator preparation.
Goal #3	Centers of Excellence impact teacher education programs including **pre-service** students and **higher education faculty**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective MTs in attending Men of Color conference and participating in education/educator strand	Coordinated with the organizers of the Men of Color National Summit to support and promote participation of students who are enrolled in partner P-12 districts at the junior and senior level—both male and female—in the Education-Educator track at the Summit.	A total of 45 students attended this strand of the Summit and were introduced to education as a career path	The Center will coordinate with higher education faculty at institutions of higher education across the triad partnership to consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by	Support provision of Praxis Core test preparation for preservice MTs. Host educator preparation faculty discussion forums	Coordinated the delivery of four Praxis Core workshops to 19 MT students.	Self-reported data from participants indicate that one of the workshop participants passed their Praxis exam after taking this workshop.	The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep.

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minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	to report Center findings and discuss implications for improving teacher education.	Presented the findings at the Clemson University Research Forum.	Approximately 12 higher education faculty members attended the forum.	Impact of this activity will be assessed by tracking the number of teacher education faculty members who attend discussion forums.

Francis Marion: Center of Excellence on College and Career Readiness

All teachers benefit from understanding who their students are and where they come from. Many, if not most, higher education faculty do not understand the educational context that their first-year college students are coming from. This understanding can help college faculty better assist students with their transition from high school to college.	Presentation to University Life 100 faculty at Francis Marion University

Improve higher education faculty's understanding of the policies and practices that shape students' attitudes towards and approaches to college life and academics by presenting current data. | One-hour presentation to University Life 100 faculty at Francis Marion University. | Thirty (30) higher education faculty attended the presentation.

Feedback from program director suggests that faculty found the session helpful in their approach to the course and in assisting students make the transition from high school to college. | Will request McRel design a survey that will be distributed to higher education faculty who have attended our events. This will provide insights about the impact that this information has on both instructors who teach first-year students and those in education programs who prepare teachers. |
| In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees with a strong background and expertise in mathematics and coding. | "Conversations about Transitions: Mathematics Readiness in South Carolina"

Improve mathematics readiness in the state through facilitating conversations between instructors of mathematics in both high school and higher education. | One-day workshop held at Francis Marion University and facilitated by co-director. | 11 K-12 teachers, 9 Higher education faculty, and 2 District administrators attended the workshop. | McRel will follow up with teachers to determine if there has been an impact on classroom practice and/or program implementation in both K-12 and higher education classrooms. |

Partnerships/Programs/Agencies

USC Columbia: SC-TEACHER				
Educational stakeholders in South Carolina currently must rely on national sources of information because state-specific information is not available. What is needed is information that focuses on our state's unique standards, learning environments, and school contexts to provide information that can assist South Carolina with the recruitment, preparation, and retention of high-quality teachers. SC-TEACHER began work to coalesce data into a South Carolina-centric database, making state-specific data available to educational stakeholders to inform decisions that affect our teachers and their students. Examine the effect of various South Carolina teacher recruitment strategies on pre-service candidate enrollment.	Survey and/or conduct focus groups of current students attending SC IHEs regarding views on teaching as a career as well as students declaring interest (but not enrolling in) the field of education.	Surveys and/or focus groups will have been conducted by the end of Year 2.	In forthcoming years: Surveys will have been administered to current students. Information from surveys will inform focus groups (as needed) for additional information to be collected.	In forthcoming years, data regarding views of teaching as a career will have been collected.
	Document the impact of recruitment strategies on numbers of candidates majoring in Education, graduating, obtaining certification, and teaching within (and outside) of SC using new data collection and examination of archival data.	Impact of recruitment strategies will have been documented by the end of Year 2.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	In forthcoming years, data regarding recruitment strategies will have been entered and analyzed.
Examine the effect of various South Carolina teacher preparation	Survey and/or conduct focus groups of educational stakeholders	Surveys and/or focus groups will have been conducted by the end of Year Three.	In forthcoming years:	In forthcoming years, data from educational stakeholders will have

strategies on new teacher preparedness.	to determine impact of teacher preparation programs on aspects identified in the literature and through these surveys as important to new teachers (e.g., job satisfaction, stress, etc.)		Surveys will have been administered to educational stakeholders. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 3.	been collected.
	Document the impact/effectiveness of preparation strategies on numbers and percentages of aspects identified as important to new teachers	Impact of recruitment strategies will have been documented by the end of Year 2.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	In forthcoming years, data regarding preparation strategies will have been entered and analyzed.
Examine the effect of various South Carolina teacher retention strategies on new teachers remaining in the classroom and the field of education.	Survey and/or conduct focus groups of new teachers to determine impact of teacher retention activities on new teacher retention (e.g., life/work management, likelihood of remaining in the field) as well as reasons why teachers may leave the field.	Surveys and/or focus groups will have been conducted by the end of Year 2.	In forthcoming years, Surveys will have been administered to new teachers. Information from surveys will inform focus groups (as needed) for additional information to be collected.	In forthcoming years, data regarding teacher retention will have been collected.
	Document the impact/effectiveness of retention strategies on numbers and percentages of new teachers remaining in education.	Impact of recruitment strategies will have been documented by the end of Year 2.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	In forthcoming years, data regarding teacher retention will have been entered and analyzed.

Partnerships/Programs/Agencies

Fiscal Year 2018-19	
Problem/Issue	Impactful and effective professional development is a crucial component for education professionals to support the complex and changing needs of K-12 students.
Goal #4	Centers of Excellence provide high quality **professional development** to teachers in schools, districts, and the state.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support MTRR via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support student learning and create a larger MT pool over time.	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity Provide access to diversity-oriented programs via partnership with Clemson University.	Three in-service PD sessions were held over a four-month period. Annual Summer Convening.	The workshops were attended by 20-25 teachers each time, and although outcomes data are not yet available, they expressed general satisfaction with the experience. A total of 27 representatives from triad partners attended the Convening.	The impact measures for all three of these activities will be increased teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher survey and reported on the State Report Cards.
Columbia College: Center of Excellences on Alternative Pathways for Educator Certification				
CERRA data indicate that SC is experiencing a teacher shortage. Retention of teachers is critically important to ensuring that SC classrooms are staffed	Provide professional development workshops for teachers, administrators, college students, and APEC Fellows.	Three professional development activities were planned and implemented in year one. A total of 41 workshops were offered on a variety of topics including technology and	A total of 142 individuals attended and participated in the professional development workshops and the June Summit on Teaching and Mentoring.	Formative assessments are used to understand the participant perceptions of the professional developments effect on teacher performance and

Partnerships/Programs/Agencies

with quality teachers. The APEC Center provides professional development workshops to support the growth and development of teachers in our partner districts to help retain them.	APEC Center planned and implemented a Profession Development day, a Teaching and Mentoring Summit, and CERRA Mentor Teacher Training.	response to intervention (RTI), reading intervention Praxis workshops. A CERRA Mentor Teacher Training to our partner districts.	8 Attended the CERRA Mentor Teacher Training that was sponsored by the APEC Center.	school climate, build capacity in, and improve professional development workshops and APEC Summit. Overall, the sessions were rated positively by participants.
Francis Marion: Center of Excellence on College and Career Readiness				
Conley (2014) suggests that college readiness must include "college knowledge" and the expectation that students will pursue post-secondary education. "Building a college-going culture in schools is especially important where students are traditionally underserved and underrepresented in higher learning" (Avilés 2011)	Advanced Readiness Institute P20 Summit Cheraw High School workshop on creating a college-going culture Improve teachers', counselors', and administrators' knowledge of how to infuse the school and classroom culture with principles of college and career readiness through a workshop at Cheraw High School (Chesterfield County) and through two programs serving teachers throughout the state (Advanced Readiness Institute and P20 Summit).	The Advanced Readiness Institute was held at the Inn at USC. The P20 Summit was held at FMU. The Cheraw workshop was held at Cheraw High School at the request of their administration.	A total of 16 individuals attended the Institute: A total of 31 participants attended the P20 Summit: 60 high school teachers attended the Cheraw workshop.	A survey was administered. 82% of those who attended any of these sessions related to creating a college-going culture and responded, indicated that their knowledge level increased or stayed the same for all skills after the session. And most participants (over 60%) indicated that they used the information in their work.

Partnerships/Programs/Agencies

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Provide professional development (PD) emphasizing career exploration through Project Based Learning (PBL) to career development facilitators, school-based counselors, and content area teachers. The school-based teams consisted of career specialists and teachers.	Two-day professional development workshops were provided.	A total of 35 teachers and career development facilitators from 9 districts attended the PD workshops.	About 91% of participants strongly agreed that the PD met its stated outcomes regarding PBL and 100% agreed that they would use what they learned in their ongoing professional practice.

Fiscal Year 2018-19	
Problem/Issue	Effective teaching is considered the single-most important "school-based" factor in student growth. Research of best-practice and content delivery are key to improving teaching and teacher preparation.
Goal #5	Centers of Excellence undertake **research** designed to determine effective practice and content.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)				
Inform triad partnerships to reduce MTRR barriers and increase assets at the organizational and community levels and strengthen organizational leadership.	Conduct initial and annual needs assessment identifying current local MTRR barriers.	Online surveys of teachers and students were conducted at all 15 partner schools in four districts. Interviews and focus groups completed with teachers and leaders.	Survey data collected from 576 teachers and 4901 students. Thirty-two (32) Interviews and focus groups conducted with 4 district office personnel, 15 school leaders, and approximately 175 teachers.	The center analyzed the data and identified trends. Executive summaries and detailed findings in full reports for four participating districts were distributed at the first Summer Convening. The findings established baseline data that will be tracked annually to (1) inform ongoing, data-driven collaborative decision-making among triad partners; (2) support the identification of district partner needs and challenges with teacher recruitment and retention and (3) early identification of prospective pre-service teachers in the pipelines.
Increase understanding of the impact of local, state, and national policies & practices related to MTRR and disseminate summaries of new findings to policymakers and stakeholders in the teacher pipeline, to reduce MTRR barriers and increase assets at the	Evaluate data from the Call Me Mister program to identify key factors in MTRR.	Collected survey data from graduates of the Call Me Mister Data to identify program factors that contributed to their success their retention in the field. Conducted focus group of Misters during their Annual Summer Leadership Institute.	Survey completed by 51 participants. Focus group included 7 participants.	
	Analyze district and state data to identify trends in	Publicly available data sources have been identified and	Data covers four districts, and 15 partner schools	

Partnerships/Programs/Agencies

public policy level.	MTRR.	downloaded (SC Quick Facts, CCS School Reports, CERRA Supply and Demand Reports)	from South Carolina.	
	Examine district and state policy data to assess impact on MTRR.	Extensive internet search of publicly available policy documents and reports related to MTRR was conducted.	Thirty-three (33) publicly available documents were reviewed and summarized in a report.	
	Conduct review of empirical research and best practices in MTRR.	Systematic review of research literature conducted. Studies for inclusion in the review are being coded and synthesized.	Fifty-two (52) papers have been identified for inclusion in the literature review of best practices in MTRR and will be summarized in the final paper.	

Francis Marion: Center of Excellence on College and Career Readiness				
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees with a strong background and expertise in mathematics and coding.	Mathematics Research Project Increase understanding of mathematics readiness through a research study directed by the NRC	The NRC is in the process of completing a review of research and practices focused on preparing students for college-level mathematics. Will be working this fall on the design of the research study. Plan disseminate this report at the South Carolina Council of Mathematics Teachers in 2020 and hope to present some preliminary findings in February 2020 at the statewide math meeting hosted by the Center at FMU.	The Project is still in progress.	Survey.

USC Columbia: Center of Excellence for **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**				

Partnerships/Programs/Agencies

Conduct research about PBL and career development.	Write research papers about research pertaining to AWAKE.	Presented at international and state level conferences and symposiums. A book chapters.	Four presentations related to AWAKE research agenda. The chapter was included in International Handbook of Middle Level Education.	One paper was accepted to AERA, the most acclaimed research conference in the world.
Develop teaching materials integrating workforce development goals with academic content.	Engage in ongoing data collection and analysis.	Analysis findings from workshop surveys, interviews with school district personnel, and research on focus group implementing PBL projects.	Use the findings to develop a replicable model for place-based internship in SC. The unit plans, teaching materials, and research findings will be widely disseminated through publications, workshops, and conference presentations.	This is ongoing research project, plan to conclude at the end of the program.
		USC Columbia: SC-TEACHER		
Educational stakeholders in South Carolina currently must rely on national sources of information because state-specific information is not available. What is needed is information that focuses on our state's unique standards, learning environments, and school contexts to provide information that can assist South Carolina with the recruitment, preparation, and retention of high-	Began work to merge existing data sources (as applicable) into common dataset(s).	Various sources of data from relevant state and/or district agencies have been identified will be collected. Data will be entered into the newly developed database.	Have identified 100% of the data sources in year One and will have 100% of the data collected by end of Year Two.	By the end of Year Two, 100% of the available South Carolina data will be collected and entered into the SC-TEACHER database.
	Surveyed partners and stakeholders to determine what additional information is of interest to collect.	Additional information of interest to collect has been identified through results from surveys administered to educational partner stakeholders.	A list of additional information of interest to stakeholders was generated in Year One.	Developed and administered surveys for educational partners focused specifically on issues relevant to education in South Carolina.
	Collect data from a representative sample of P-12 teachers from across	Prior to data collection, the center have worked with the Learning Policy Institute (LPI;	Surveys administered to Center district and school partners by the end of Year	Survey instrumentation administered to a representative sample of

quality teachers. SC-TEACHER began work to coalesce data into a South Carolina-centric database, making state-specific data available to educational stakeholders to inform decisions that affect our teachers and their students. Conducted a state-wide assessment of existing databases to determine what data are collected and where data are housed.	South Carolina in the form of a survey to "fill gaps" in the newly created database.	https://learningpolicyinstitute.org) to administer the same surveys to South Carolina teachers as with the national sample, allowing for creation of a comparative dataset. Have created and administered surveys regarding specific questions of interest to SC and SC educational stakeholders.	Two.	P-12 teachers in South Carolina.
Determine what activities related to teacher recruitment efforts, preparation practices, and retention efforts are conducted by SC Institutions of Higher Education (IHEs)	Document current practices in place relative to teacher education.	Began to document current teacher recruitment, preparation and retention practices with SC-TEACHER partners through the working paper series.	Information regarding educational practices will be entered into the database by the end of Year Two.	By the end of Year Two, educational practices information will be entered into the database.
	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in-service P-12 teachers.	Focus groups will have been conducted by the end of Year Two.	Focus group data results will have been entered into the database by the end of Year Two.	By the end of Year Two, focus group data will have been analyzed.
Conduct on-going database management activities to provide a reliable database for conducting data analyses and informing stakeholders.	Continue to collect additional data as new district and school partners are added to the Center.	Additional relevant data will have been collected throughout the life of the Center (Years Three-Five).	100% of the data collected will be entered by the end of year Two and analyzed in forthcoming years.	By the end of the project, all data collected will be analyzed.

Fiscal Year 2018-19	
Problem/Issue	The goals and outcomes of the K-12 system must be linked to post-secondary success (College and career readiness)
Goal #6	Centers of Excellences **disseminate information** on model program and activities to **P-12 personnel**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Columbia College: Center of Excellence on Alternative Pathways for Educator Certification				
The APEC Center will participate in scholarly conferences and publications to disseminate information regarding the program's progress, impact, and implementation.	Submit conference proposals to share the APEC Program and its impact. Complete a working paper for SC-Teacher on alternative certification and the teacher shortage in SC.	APEC Center Staff submitted four proposals to present at regional and national teacher education conferences.	Three papers were presented at the national and regional conferences. One paper presentation proposal is under review. The Working Paper will be published in the fall 2019.	Acceptance for publication and conference acceptance is how we measure success in this area. Expectations for conference participation and program information dissemination have been met for year one.

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Francis Marion University: Center of Excellence on College and Career Readiness				
Printing and distribution of Readiness Report #3: "Case Studies in South Carolina College and Career Readiness" at workshops and conference presentations.	Reports distributed at the High School workshop and P20 Summit. Report was made available on the Center website.	Reports were distributed at the Cheraw High School workshop and P20 Summit. Report was made available on the Center website.	200 copies distributed.	McRel will survey participants to determine which sources they rely on for information on college and career readiness. This will help determine the reach of these reports and what other channels are used for access to this information.
Project-based learning has been acknowledged by TRANSFORM SC and other researchers as a pedagogical approach that can prepare students for life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	"Project-Based Learning, The Profile of the South Carolina Graduate, and Engaging Students in Careers and Community" workshop at the South Carolina Career Development Professionals Conference focused on how PBL can enhance students' preparedness for post-secondary opportunities.	45-minute workshop introducing participants to the potential for PBL in career development.	40 career counselors attended the workshop.	McRel surveys indicated positive responses to the training.
USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Disseminate Research findings.	Presentation and peer-review papers submission.	Presentation and publication.	Four presentations for K-12 personnel including about 40 teachers and career	Presentations and the chapter.

Partnerships/Programs/Agencies

			development facilitators. A chapter in press is included in International Handbook of Middle Level Education.	
Create various social media outlets to disseminate AWAKE information and teaching materials.	Updating social-media and websites including past and future presentations, research articles as a result of this grant, and PBL lesson plans.	**website**: http://www.awakecenter.org **Facebook**: https://www.facebook.com/AWAKE-Center-104733576808016/ **Twitter**: https://twitter.com/USCAWAKECenter **Instagram**: https://www.instagram.com/uscawakecenter/	Numbers of followers are not available yet. The center is in the process of realigning to match the university's focus of UofSC.	The Center will track the number in the upcoming FYs.

<table>
<tr><td colspan="5" align="center">USC Columbia: SC-TEACHER</td></tr>
<tr>
<td>Educational stakeholders in South Carolina currently must rely on national sources of information because state-specific information is not available. What is needed is information that focuses on our state's unique standards, learning environments, and school contexts to provide information that can assist South Carolina with the recruitment,</td>
<td>Identified seven areas of national priority related to teacher recruitment, preparation and retention and commissioned the writing of seven working papers on these topics. All authors are from colleges/universities in SC. The seven topics include:

1. Teacher Residency Programs
2. Underrepresented Groups in the Teaching Profession</td>
<td>Working Papers 1 and 2 have been published along with an accompanying Fact Sheet, Infograph and Webinar. These were shared on the SC-TEACHER website, emailed to the stakeholder distribution list and promoted using Twitter.

Working papers 3 – 7 will be published in Year 2.

Fact sheets will be sent to members of the legislature in Year 2.</td>
<td>Due to changing the website platform, the center does not have data on the number of readers of the first two working papers.

Two hundred and seventy-nine (279) stakeholders are in the email distribution list and receive regular emails about SC-TEACHER publications.

One hundred and thirty-nine (139) followers currently engage with</td>
<td>With forthcoming publications, data on how many people visit the website and read the publication will be collected.

Continue to monitor how many attend each webinar in Year 2.</td>
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preparation, and retention of high-quality teachers. SC-TEACHER began work to coalesce data into a South Carolina-centric database, making state-specific data available to educational stakeholders to inform decisions that affect our teachers and their students.	3. Professional Development Schools 4. Alternative Certification of Educators 5. Recruitment and Retention in Rural Areas 6. Embedded Field Experiences 7. Induction and Mentoring Support		@SCTEACHERTweets on Twitter. Fifty (50) people attended Webinar 1 and 45 people attended Webinar 2.
Produce a series of blogs to give voices across SC and the nation an opportunity to share their perspectives.	Developed a list of people to invite to write blog posts and invited them.	Ten (10) blogs have been published on the SC-TEACHER website. These were shared on the SC-TEACHER website, emailed to the stakeholder distribution list and promoted using Twitter. Blogs will continue to be published throughout year.	Two hundred and seventy-nine (279) stakeholders are in the email distribution list and receive regular emails about SC-TEACHER publications. One hundred and thirty-nine (139) followers currently engage with @SCTEACHERTweets on Twitter.
Work with teachers to craft first person teacher narratives so that teachers can tell their stories.	Partnered with the Center for Teaching Quality to identify teachers to tell their stories.	One first person teacher narrative was published in Year 1. At least two additional first-person teacher narratives will be published in Year 2.	Two hundred and seventy-nine (279) stakeholders are in the email distribution list and receive regular emails about SC-TEACHER publications.

			One hundred and thirty-nine followers (139) currently engage with @SCTEACHERTweets on Twitter.	

Partnerships/Programs/Agencies

Fiscal Year 2018-19	
Problem/Issue	Once identified and vetted, the best knowledge, skills, and professional dispositions to raise the standards of learners must be available to the education community.
Goal #7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates **dissemination and replication**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Francis Marion University: Center of Excellence on College and Career Readiness				
Increase understanding of college and career readiness through posting current research on the Center website and Facebook page.	Printing of NRC reports and presentation at conferences.	Online posts Webhosting	Facebook data shows that 347 people have "liked" the Center's page.	Track number of followers. Expect to increase that number to 400 by next report.

Fiscal Year 2019-20	
Problem/Issue	The highest-need schools in South Carolina have the most inexperienced teachers. Effective Educator Preparation Programs must prepare teachers with the knowledge, skills, and dispositions to demonstration a positive impact on all P-12 students' learning and development. Educator Preparation Providers have the knowledge and skills to provide direct support to the students in the highest need schools.
Goal #1	Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance **teacher practice** and **student achievement**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into the teacher preparation pipeline.	Build recruitment partnerships between triad partners.

Support P-12 district offerings of annual "College Affordability Fairs" to aid local recruitment of MTs. | The annual Summer Convening will be held to identify the findings of action plans discussed in FY 2018-19 Summer Convening. | Anticipating increased number of participants from triad partners to attend. | Survey of the Convening to identify the effectiveness. |
| Support MTRR via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support | Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.

Provide access to diversity-oriented programs via partnership with Clemson | Inservice PD will be available to interested districts for staff regarding diversity, equity, and inclusion.

Diversity-Oriented Partnership Programs with Clemson. | Number of districts / schools / teachers participating in workshops offered.

Number of districts / schools / teachers participating in workshops offered. | The impact measures for these activities will be increased teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher |

student learning and create a larger MT pool over time.	University.			survey and reported on the State Report Cards.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

Same as in FY 2018-19.	Activities will continue as stated in FY 2018-19.	Outputs are expected to continue to be the same or improve over the next year.	Continue to measure the same outcomes in year 2.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 2.

Francis Marion University: Center of Excellence on College and Career Readiness

Goal setting, motivation, self-awareness, study skills, and time management can be taught to students long before high school and are essential in creating a readiness culture in South Carolina schools. "These skills and techniques require years to incorporate fully to the point that they make a real difference for learners…[and] must be integrated into regular instruction on an ongoing and sustained basis" (Conley, 2014).	Activate Academy 2019 Activate Academy 2020	July, 2019 Academy was held. July, 2020 Academy will be held.	Forty-five (45) students, 3 K12 teachers, 2 higher ed teachers attended the Academy. It is estimated that 50 students, 3 K12 teachers, and 2 higher ed teachers will attend the Academy in 2020.	McRel will complete a five-year assessment of the program.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Provide professional development (PD) emphasizing career exploration through Project Based Learning (PBL) to career development facilitators, school-based counselors, and content area teachers. The school-based teams consisted of career specialists and teachers.	Two-day professional development workshops will be provided.	Anticipating increasing number of participants.	Using Likert Scale survey after workshops to measure the effectiveness of the workshops.
Offer SC State Board of Education approved sequence of three-courses ending in SC Project-Based Learning Endorsement to AWAKE Fellows in participating school districts.	Offer Three-course sequence with a third cohort.	Three-courses offered as planned in FY 2019-20.	Expect the second cohort of teacher completed the three courses in 2019. Anticipate increasing numbers of the third cohort.	Measured by the percentage of participating teachers completing the courses.
Provide middle grade students opportunities for career exploration through the middle grades curriculum.	AWAKE Career Team Explores and establishes partnership with local businesses in each district introducing career opportunities in the community and to engage middle grades students in contextual, project-based activities that make real-world connections to local workforce development goals.	AWAKE Career Team meet monthly to discuss and implementation opportunities.	Track number of partnerships developed. Track number of opportunities developed. Track number of project-based activities.	Use the number of successful implementation sites as a measurement.

Partnerships/Programs/Agencies

Assess students' achievement of workforce readiness objectives.	Continuous administration of formative and summative assessments of student progress related to workforce readiness objectives.	Assess students' projects.	Results from the instrument.	Measures of Career Self-Efficacy & Career Decision Making Outcome Expectancies/Intentions and Goals Focus Group with Students

Fiscal Year 2019-20	
Problem/Issue	Effective Educator Preparation Programs develop best-practice based on research. Content and pedagogical skills must be tested and refined by teachers in training (pre-service) and current teachers (in-service).
Goal #2	Centers of Excellence develop and model state-of-the art **pre-service** and **in-service** programs.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Foster efforts to align curriculum among triad partners.

Support provision of Praxis Core test preparation for preservice MTs.

Host faculty discussion forums to report Center findings and discuss implications for improving teacher education. | Transferrable credit hours.

Will conduct Praxis Core workshops and provide support to preservice teachers interested in teaching.

Will present work related to the Center as possible in 2019-2020. | Increases in the average number of credits transferring from triad two-year institutions to four-year institutions counting towards teaching degree completion

Increases in the number of prospective MTs transferring from triad two- year institutions to teacher education programs in the partner four-year programs and increases in the proportion of these prospective MTs completing teaching degrees and entering the field.

Number of students being provided support and passing their Praxis exam after taking this workshop. | Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in education as a career. Growth will be determined based on the baselines established in year 1.

The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep.

Impact of this activity will be assessed by tracking |

			Number of faculty attending discussion forums.	the number of teacher education faculty members who attend discussion forums.
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Increase clinical placements for preservice MTs in priority schools. Provide best practice materials to support higher education faculty engagement with P-12 district partners through Listen & Learn Bus Tours, aimed at assisting triad partners from higher education to spend time in and get to know partner schools.	Clinical Placements and annual Summer Convening discussing potential implementation.	Anticipating increased clinical placements in P-12 priority schools within the triads.	Impact of this activity will be assessed by tracking increases in the number of preservice MTs from within the triad and the eventual increase in minority teacher hiring by 10 teachers per year across partner schools, and we will attempt to increase the number hired from within the triad.
Enhance the induction experience for MTs new to teaching, leading to increased retention once placed in the field. This will be accomplished by enhancing the infrastructure of leadership and support at the schools in which they work.	Annual triad partner meeting to develop collaboration and leadership. Provide best practice materials to (a) support discussion groups and supports for MTs in partner schools and (b) establish technology-mediated minority professional mentorship groups across the pipeline.	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipating increased number of triad partner representatives attending the Summer Convening.	Feedback surveys of meeting utility and satisfaction will be collected at the end of each of the two days of the meeting.

Partnerships/Programs/Agencies

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification				
Same as in FY 18-19.	Activities will continue as stated in FY 2018-19.	Outputs are expected to continue to be the same or improve over the next year.	Continue to measure the same outcomes in year 2.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 2.

Francis Marion University: Center of Excellence on College and Career Readiness				
TRANSFORM SC and other researchers as a pedagogical approach that can prepare students for life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	Year Two PBL In-Service with Virtus Academy and Gibbes Middle School. Develop a partnership with Lucy T. Davis Elementary School.	One-day workshops schedules at each site.	Anticipating more attendees than FY 2018-19.	Will survey participants about how they use PBL in their classrooms and how it has affected students' performance and engagement.

Fiscal Year 2019-20	
Problem/Issue	Along with the most recent research, higher education faculty must maintain a knowledge of current K-12 challenges. Research accompanied by a current understanding of today's K-12 classroom ensures effective educator preparation.
Goal #3	Centers of Excellence impact teacher education programs including **pre-service** students and **higher education faculty**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective MTs in attending Men of Color conference and participating in education/educator strand.	Will continue to coordinate with the organizers of the Men of Color National Summit to support and promote participation of students who are enrolled in partner P-12 districts at the junior and senior level—both male and female—in the Education-Educator track at the Summit.	Number of students attending in Year 2.	Will coordinate with institutions of higher education across the triad partnership to consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into	Build recruitment partnerships between triad partners. Support P-12 district offerings of annual "College Affordability Fairs" to aid local	Representatives from school districts and higher education institutions partners in each triad attended CREDE's First Annual Summer Convening and started to establish relationships and recruitment networks. They also started discussing the logistics of	Resources provided to support P-12 district offerings of annual "College Affordability Fairs."	Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in

Partnerships/Programs/Agencies

the teacher preparation pipeline.	recruitment of MTs.	College Affordability Fairs to possibly take place in districts in Year 2. These relationships will be further established during Year 2.		education as a career. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionally experienced by MTs during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Support provision of Praxis Core test preparation for preservice MTs. Host faculty discussion forums to report Center findings and discuss implications for improving.	Will conducted Praxis Core workshops and provide support to preservice teachers interested in teaching. Will present work related to the Center as possible in FY2019-20.	Number of students being provided support and passing their Praxis exam after taking this workshop. Number of faculty attending discussion forums.	Aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep. Impact of this activity will be assessed by tracking the number of teacher education faculty members who attend discussion forums.
Francis Marion University: Center of Excellence on College and Career Readiness				
Improve higher education faculty's understanding of the policies and practices that shape students' attitudes towards and approaches to college life and academics by presenting current data.	Workshop with University Life 100 instructors at Francis Marion University	Will hold workshop.	Anticipating about 30 teachers will attend the workshop.	A survey will be administered.
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees	Mathematics Readiness Meeting in Spring 2020. Improve mathematics readiness in the state through facilitating conversations between instructors of mathematics	Co-directors will consult with higher education and secondary faculty to develop agenda and invite speakers.	It is estimated about 30 individuals will attend the meeting.	McRel survey and interviews to determine the changes that instructors—both K12 and higher education—have made within their classrooms as a result of these meetings.

with a strong background and expertise in mathematics and coding.	in both high school and higher education			
USC Columbia: SC-TEACHER				
Examine the effect of various South Carolina teacher recruitment strategies on pre-service candidate enrollment.	Survey and/or conduct focus groups of current students attending SC IHEs regarding views on teaching as a career as well as students declaring interest (but not enrolling in) the field of education	Surveys and/or focus groups will have been conducted.	By the middle of Year 3: Surveys will have been administered to current students. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 3.	By the end of Year 3, data regarding views of teaching as a career will have been collected.
	Document the impact of recruitment strategies on numbers of candidates majoring in Education, graduating, obtaining certification, and teaching within (and outside) of SC using new data collection and examination of archival data.	Will document the impact of recruitment strategies. Will collect archival and new data and merge them into a collective dataset.	Initial data analysis will begin.	By the end of Year 4, data regarding recruitment strategies will have been entered and analyzed.
Examine the effect of various South Carolina teacher preparation strategies on new teacher preparedness.	Survey and/or conduct focus groups of educational stakeholders to determine impact of teacher preparation programs on aspects identified in the literature and through these surveys as important to new teachers (e.g., job	Will conduct surveys and/or focus groups	By the middle of Year 3: Surveys will have been administered to educational stakeholders. Information from surveys will inform focus groups (as needed) for additional information to be collected	By the end of Year 3, data from educational stakeholders will have been collected.

	satisfaction, stress, etc.)		by the end of Year 3.	
	Document the impact/effectiveness of preparation strategies on numbers and percentages of aspects identified as important to new teachers.	Impact of recruitment strategies will have been documented.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	By the end of Year 4, data regarding preparation strategies will have been entered and analyzed.
Examine the effect of various South Carolina teacher retention strategies on new teachers remaining in the classroom and the field of education.	Survey and/or conduct focus groups of new teachers to determine impact of teacher retention activities on new teacher retention (e.g., life/work management, likelihood of remaining in the field) as well as reasons why teachers may leave the field.	Surveys and/or focus groups will have been conducted.	By the middle of Year 3: Surveys will have been administered to new teachers. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 3.	By the end of Year 3, data regarding teacher retention will have been collected.
	Document the impact/effectiveness of retention strategies on numbers and percentages of new teachers remaining in education.	Impact of recruitment strategies will have been documented.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	By the end of Year 4, data regarding teacher retention will have been entered and analyzed.

Fiscal Year 2019-20	
Problem/Issue	Impactful and effective professional development is a crucial component for education professionals to support the complex and changing needs of K-12 students.
Goal #4	Centers of Excellence provide high quality **professional development** to teachers in schools, districts, and the state.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.	PD workshops.	Number of districts / schools / teachers participating in workshops offered. Number of districts / schools / teachers participating in workshops offered.	The annual teacher survey and the State Report Cards will be used to measure the impact of all three of these activities regarding increased teacher satisfaction with the learning, social and physical environment, and increased teacher retention.
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification				
Same as FY18-19	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 2.	Outputs are expected to continue to be the same or improve over the next year.	Continue to measure the same outcomes in year 2.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 2.

Francis Marion University: Center of Excellence on College and Career Readiness

The *Profile of the South Carolina Graduate* has, appropriately, come to serve as the definition of college and career readiness for the state. It is in everyone's best interest to know about the different programs being conducted across the state.	Readiness and the Report Card Conference Statewide leaders, school administrators, career counselors, and classroom teachers will be brought together to share about the methods being used across the state to prepare students for college and careers.	One-day conference at FMU which featured state report card and project-based learning in August, 2019.	Forty (40) participants attended.	Survey participants in order to identify which practices they have implemented in their schools/districts/programs and what effect those practices have had on student performance.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Provide professional development (PD) emphasizing career exploration through Project Based Learning (PBL) to career development facilitators, school-based counselors, and content area teachers. The school-based teams consisted of career specialists and teachers.	Two-day professional development workshops will be provided.	Anticipating increasing number of participants.	Using Likert Scale survey after workshops to measure the effectiveness of the workshops.
Create sustainable professional learning communities (PLCs) of in-service teachers, preservice teachers, career and workforce educators,	Create and develop professional learning communities among AWAKE participants who are engaged in place-based experience in the	Integrate into District Partner Community Outreach: Professional Learning Communities of teachers and career development facilitators were created as part of the PBL	Track the number of place-based internships.	Teacher assessment of career development and exploration and workforce readiness Preservice and Inservice

Partnerships/Programs/Agencies

and local economic development stakeholders.	local schools and communities. Infuse career development throughout the middle level curriculum by creating a collaborative career support team.	professional development.		questionnaires Survey focus Groups with AWAKE Scholars and AWAKE Fellows

Fiscal Year 2019-20	
Problem/Issue	Effective teaching is considered the single-most important "school-based" factor in student growth. Research of best-practice and content delivery are key to improving teaching and teacher preparation.
Goal #5	Centers of Excellence undertake **research** designed to determine effective practice and content.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Inform triad partnerships, in an effort to reduce MTRR barriers and increase assets at the organizational and community levels and strengthen organizational leadership.	Conduct initial needs assessment for any new district partners and annual needs assessments as needed, in order to continue identifying local MTRR barriers.	Online surveys of teachers and students to be conducted at all 15 partner schools in four districts. Interviews and focus groups completed with teachers and leaders.	Survey data to be collected from teachers and students. In 2019-2020, the center expects this needs assessment to be conducted with every partner except the four schools, which will be conducted in 2020-2021:	Analyze data and identity trends in order to develop programs to address the identified issues.
	Develop metrics for early identification of prospective MTs.	Metrics developed.	Number of districts used the metrics.	
Increase understanding of the impact of local, state, and national policies & practices related to MTRR and disseminate summaries of new findings to policymakers and stakeholders in the teacher pipeline, in an effort to	Evaluate data from the Call Me Mister program to identify key factors in MTRR	Collect survey data from graduates of the Call Me Mister Data to identify program factors that contributed to their success their retention in the field. Conduct focus group of Misters during their Annual Summer Leadership Institute	Number of participants completing the survey. Number of participants in focus group.	

reduce MTRR barriers and increase assets at the public policy level.				
	Analyze district and state data to identify trends in MTRR.	Publicly available data sources have been identified and downloaded (SC Quick Facts, CCS School Reports) Data collected and being analyzed. Written report planned for Year 2	Data covers four districts, and 15 partner schools from South Carolina.	
	Examine district and state policy data to assess impact on MTRR.	Continued monitoring of publicly available policy data regarding MTRR.	Change in data.	
	Conduct review of empirical research and best practices in MTRR.	Systematic review of research literature conducted. Studies for inclusion in the review are being coded and synthesized.	52 papers have been identified for inclusion in the literature review of best practices in MTRR and will be summarized in the final paper.	
Francis Marion University: Center of Excellence on College and Career Readiness				
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees with a strong background and expertise in mathematics and coding.	Mathematics Research Project Increase understanding of mathematics readiness through a research study directed by the NRC.	The NRC is in the process of completing a review of research and practices focused on preparing students for college-level mathematics. Will be working this fall on the design of the research study. Plan to disseminate this report at the South Carolina Council of Mathematics Teachers in 2020 and to present some preliminary findings in February 2020 at the statewide math meeting hosted by the Center at FMU.	The number of attendees.	Survey.

Partnerships/Programs/Agencies

USC Columbia: Center of Excellence for **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**				
Conduct research about PBL methodologies.	Write and present research paper about PBL.	Presentations and book chapter.	Three invited presentations at the state level have been scheduled. Estimated a total of more than 1000 attendees at those conferences) Anticipating more to come.	Presentations and published book chapter.
Develop teaching materials integrating workforce development goals with academic content.	Engage in ongoing data collection and analysis.	Analysis findings from workshop surveys, interviews with school district personnel, and research on focus group implementing PBL projects.	Use the findings to develop a replicable model for place-based internship in SC. The unit plans, teaching materials, and research findings will be widely disseminated through publications, workshops, and conference presentations.	This is ongoing research project, plan to conclude at the end of the program.
USC Columbia: SC-TEACHER				
Conducted a state-wide assessment of existing databases to determine what data are collected and where data are housed.	Began work to merge existing data sources (as applicable) into common dataset(s). Collaborate with partners to determine what data exists and what data they would like to have access to.	Various sources of data from relevant state and/or district agencies have been identified and collected and will be entered into the newly developed database.	Have identified 100% of the data sources Will have 100% of the data collected and entered by end of Year 2.	By the end of Year 2, 100% of available South Carolina data will be identified, collected, and entered into the SC-TEACHER database.
	Surveyed partners and stakeholders to	Additional information of interest to collect has been identified	A list of additional information of interest to	Developed and administered surveys for

Partnerships/Programs/Agencies

	determine what additional information is of interest to collect.	through results from surveys administered to educational partner stakeholders.	collect was generated by the end of Year 1.	educational partner stakeholders focused specifically on issues relevant to education in South Carolina.
	Collect data from a representative sample of P-12 teachers from across South Carolina in the form of a survey to "fill gaps" in the newly created database	Prior to data collection, the center has worked with the Learning Policy Institute to administer the same surveys to South Carolina teachers as with the national sample, allowing for creation of a comparative dataset. The center also created and administered surveys regarding specific questions of interest to SC and SC educational stakeholders.	Surveys will be administered to Center district and school partners by the end of Year.	Survey.
Determine what activities related to teacher recruitment efforts, preparation practices, and retention efforts are conducted by SC Institutions of Higher Education (IHEs).	Document current practices in place relative to teacher education.	Document current teacher recruitment, preparation and retention practices with SC-TEACHER partners.	Information regarding educational practices will be entered into the database by end of Year 2.	By the end of Year 2, educational practices information will be entered into the database.
	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in-service P-12 teachers.	Focus groups will have been conducted by the end of Year 2.	Focus group data results will have been entered into the database by the middle of Year 3.	By the end of Year 3, focus group data will have been analyzed.
Conduct on-going database management activities to provide a reliable database for conducting data analyses and informing stakeholders.	Continue to collect additional data as new district and school partners are added to the Center.	Additional relevant data will have been collected throughout the life of the Center (Years 3-5).	100% of the data collected will be entered and analyzed at the end of years 3-5.	By the end of Year 5, all data collected will be analyzed.

Partnerships/Programs/Agencies

Fiscal Year 2019-20	
Problem/Issue	The goals and outcomes of the K-12 system must be linked to post-secondary success (College and career readiness)
Goal #6	Centers of Excellences **disseminate information** on model program and activities to **P-12 personnel**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification				
Same as in FY 2018-19.	Activities will continue as stated in FY 2018-19.	Outputs are expected to continue to be the same or improve over the next year.	Continue to measure the same outcomes in year 2.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 2.
Francis Marion University: Center of Excellence on College and Career Readiness				
Promote faculty and staff to share commitment to "academic focus, hard work and commitment" and to making sure that "all students are treated with respect and are provided the support	P-20 Summit is planned.	One-day workshop at Francis Marion University. Topics will be determined.	Anticipating 40 participants.	Will survey those who attended the P20 summit over the last four years to understand the impact on classroom practice and program administration and/or development.

necessary to become successful" (Avilés, 2011).				
USC Columbia: Center of Excellence for **the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools**				
Disseminate research.	Present research findings pertaining AWAKE.	Presentation at the national and state conferences.	Anticipating increased number of presentations.	The number of conference attendees.
Create various social media outlets to disseminate AWAKE information and teaching materials. Each PLC will create and implement at least one complete unit plan that that integrates workforce development goals with academic content and involves contextual and project-based methodologies.	Keep updating the websites and social media: past and future presentations; articles that have been as a result of the project, and teacher unit plans emphasizing single subject and cross disciplinary PBL units.	**website**: http://www.awakecenter.org **Facebook**: https://www.facebook.com/AWAKE-Center-104733576808016/ **Twitter**: https://twitter.com/USCAWAKECenter **Instagram**: https://www.instagram.com/uscawakecenter/	The number of site visitors and followers.	Track the number of users and followers.
USC Columbia: SC-TEACHER				
Commission educational researchers from SC to examine certain issues and write working papers related to the identified topics.	Identified seven areas of national priority related to teacher recruitment, preparation and retention and commissioned the writing of seven working papers on these topics. All authors are from colleges/universities in	Working papers 3 – 7 will be published in Year 2 Working Papers 3 has been published along with fact sheet and infographic on the SC-TEACHER website, emailed to the stakeholder distribution list and promoted using Twitter Fact sheets will be sent to members of the legislature in Year 2	During the FY2018-19, two hundred and seventy-nine (279) stakeholders are in the email distribution list and receive regular emails about SC-TEACHER publications.	With forthcoming publications, we will collect data on how many people visit the website and read the publication. The Center will continue to monitor

	SC. The seven topics include: 1. Teacher Residency Programs 2. Underrepresented Groups in the Teaching Profession 3. Professional Development Schools 4. Alternative Certification of Educators 5. Recruitment and Retention in Rural Areas 6. Embedded Field Experiences 7. Induction and Mentoring Support	Decisions will be made about additional working papers in Years 3 and beyond.	One hundred and thirty-nine (139) followers currently engage with @SCTEACHERTweets on Twitter. A total of 95 people attended the first two Webinars. Anticipating more attendees at Webinars.	how many attend each webinar. By the start of Year 3, this list will include more than 500 email addresses By the start of Year 3, the number of followers will be over 500.
Produce a series of blogs to give voices across SC and the nation an opportunity to share their perspectives.	Developed a list of people to invite to write blog posts and invited them.	Blogs will continue to be published throughout year 2. These were shared on the SC-TEACHER website, emailed to the stakeholder distribution list and promoted using Twitter.		With forthcoming publications, data on how many people visit the website and read the publications will be collected. By the start of Year 3, this list will include more than 500 email addresses. By the start of Year 3, the number of followers will be over 500.
Work with teachers to craft first person	Partnered with the Center for Teaching	At least two additional first-person teacher narratives will be published in Year 2.		With forthcoming publications, data on

teacher narratives so that teachers can share their experiences so that support can be strengthened.	Quality to identify teachers to share their positive experiences and their growth opportunities.			how many people visit the website and read the publications will be collected. By the start of Year 3, this list will include more than 500 email addresses. By the start of Year 3, the number of followers will be over 500.

Fiscal Year 2019-20	
Problem/Issue	Once identified and vetted, the best knowledge, skills, and professional dispositions to raise the standards of learners must be available to the education community.
Goal #7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates **dissemination and replication**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Francis Marion University: Center of Excellence on College and Career Readiness				
K20 teachers will submit assignments linked to Conley's Four Keys to College and Career Readiness. Assignments will be published on a searchable database so that teachers can share practices that help to prepare students for college success.	Create Mathematics Database. Printing of manual. Activate Academy Coordinator's Manual PBL Expo Teachers from across the state will be invited to exhibit their projects and share a project template that follows the format created by the Buck Institute for Education/PBL Works	Database created. Manual printed. Expo is in place. Online assignment linked to the center website. Creation a site and population with at least 20 assignments.	Anticipating receiving 20 assignments this school year.	Number of assignments uploaded. Number of assignments downloaded.
Encourage other districts and universities work together to facilitate summer programs.	Collaborate between districts and workplaces through using Activate Academy Coordinator manual.	Manual made available online.	Expect to share with at least 50 participants from both within and outside the side.	Number of downloads.

Fiscal Year 2020-21	
Problem/Issue	The highest-need schools in South Carolina have the most inexperienced teachers. Effective Educator Preparation Programs must prepare teachers with the knowledge, skills, and dispositions to demonstration a positive impact on all P-12 students' learning and development. Educator Preparation Providers have the knowledge and skills to provide direct support to the students in the highest need schools.
Goal #1	Centers of Excellence focus on teacher effectiveness in low performing schools and districts to enhance **teacher practice** and **student achievement**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE[2]DE)				
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into the teacher preparation pipeline.	Build recruitment partnerships between triad partners.

Support P-12 district offerings of annual "College Affordability Fairs" to aid local recruitment of MTs. | The annual Summer Convening will be held to identify the findings of action plans discussed in FY 2019-20 Summer Convening. | Anticipating more individuals than FY 2019-20 from triad partners to attend. | Survey of the Convening to identify the effectiveness. |
| Support MTRR via enhancing teaching practice within P-12 school districts, leading to decreased turnover and enhanced retention of MTs in the field. Activities will better equip teachers and school leaders to support | Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.

Provide access to diversity-oriented programs via partnership with Clemson | Inservice PD will be available to interested districts for staff regarding diversity, equity, and inclusion.

Diversity-Oriented Partnership Programs with Clemson. | Anticipating increased # of districts / schools / teachers participating in workshops offered.

Anticipating increased # of districts / schools / teachers participating in workshops offered. | The impact measures for these activities will be increased teacher satisfaction with the learning, social and physical environment, and increased teacher retention—as measured by the annual teacher |

student learning and create a larger MT pool over time.	University.			survey and reported on the State Report Cards.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

Same as in FY 2018-19	Activities will continue as stated in FY 2020-21.	Outputs are expected to continue to be the same or improve over the next year.	Expect to continue to measure the same outcomes in year 3.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 3.

Francis Marion University: Center of Excellence on College and Career Readiness

Goal setting, motivation, self-awareness, study skills, and time management can be taught to students long before high school and are essential in creating a readiness culture in South Carolina schools. These are learning skills and techniques that should be developed over time— "These skills and techniques require years to incorporate fully to the point that they make a real difference for learners…[and] must be integrated into regular instruction on an ongoing and sustained basis" (Conley, 2014).	Activate Academy 2020	Academy activated in July 2020.	Anticipating more teacher participants, students, and higher education faculty members to participate.	McRel will complete a six-year assessment of the program.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Provide professional development to teachers and career development facilitators in contextual and project-based learning methodologies.	Provide professional development (PD) emphasizing career exploration through Project Based Learning (PBL) to career development facilitators, school-based counselors, and content area teachers. The school-based teams consisted of career specialists and teachers.	Two-day professional development workshops will be provided.	Anticipating increasing number of participants.	Using Likert Scale survey after workshops to measure the effectiveness of the workshops.
Offer SC State Board of Education approved sequence of three-courses ending in SC Project-Based Learning Endorsement to AWAKE Fellows in participating school districts.	Offer Three-course sequence with a third cohort.	Three courses offered as planned in FY 2020-21.	Expect the third cohort of teacher completed the three courses in 2020. Anticipate increasing numbers of the fourth cohort.	Measured by the percentage of participating teachers completing the courses.
Provide middle grade students opportunities for career exploration through the middle grades curriculum.	AWAKE Career Team Explores and establishes partnership with local businesses in each district introducing career opportunities in the community and to engage middle grades students in contextual, project-based activities that make real-world connections to local workforce development goals.	AWAKE Career Team meet monthly to discuss and implementation opportunities.	Track number of partnerships developed. Track number of opportunities. Track number of project-based activities.	Use the number of successful implementation sites as a measurement.

Partnerships/Programs/Agencies

Assess students' achievement of workforce readiness objectives.	Continuous administration of formative and summative assessments of student progress related to workforce readiness objectives.	Assess students' projects.	Results from the instrument.	Measures of Career Self-Efficacy & Career Decision Making Outcome Expectancies/Intentions and Goals Focus Group with Students

Fiscal Year 2020-21	
Problem/Issue	Effective Educator Preparation Programs develop best-practice based on research. Content and pedagogical skills must be tested and refined by teachers in training (pre-service) and current teachers (in-service).
Goal #2	Centers of Excellence develop and model state-of-the art **pre-service** and **in-service** programs.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Foster efforts to align curriculum among triad partners.

Support provision of Praxis Core test preparation for preservice MTs.

Host faculty discussion forums to report Center findings and discuss implications for improving teacher education. | Transferrable credit hours.

Will conduct Praxis Core workshops and provide support to preservice teachers interested in teaching.

Will present work related to the Center in FY2020-21. | Increases in the average number of credits transferring from triad two-year institutions to four-year institutions counting towards teaching degree completion.

Increases in the number of prospective MTs transferring from triad two- year institutions to teacher education programs in the partner four-year programs and increases in the proportion of these prospective MTs completing teaching | Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in education as a career. Growth will be determined based on the baselines established in year 1.

The Center will aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep. |

			degrees and entering the field. Number of students being provided support and passing their Praxis exam after taking this workshop. Number of faculty attending discussion forums.	Impact of this activity will be assessed by tracking the number of teacher education faculty members who attend discussion forums.
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Increase clinical placements for preservice MTs in priority schools. Provide best practice materials to support higher education faculty engagement with P-12 district partners through Listen & Learn Bus Tours, aimed at assisting triad partners from higher education to spend time in and get to know partner schools.	Clinical Placements Annual Summer Convening discussing the findings from FY 2019-20 and possible action plans to remediate the identified issues.	Increased clinical placements in P-12 priority schools within the triads.	Impact of this activity will be assessed by tracking increases in the number of preservice MTs from within the triad and the eventual increase in minority teacher hiring by 10 teachers per year across partner schools.
Enhance the induction experience for MTs new to teaching, leading to increased retention once placed in the field. This will be accomplished by enhancing the infrastructure of leadership and support	Annual triad partner meeting to develop collaboration and leadership. Provide best practice materials to support discussion groups and supports for MTs in partner schools. Provide best practice	The Center will host an annual meeting of triad partner leaders in the summer to support collaborative planning and leadership development.	Anticipating increased number of triad partner representatives attending the Summer Convening.	Feedback surveys of meeting utility and satisfaction will be collected at the end of each of the two days of the meeting.

Partnerships/Programs/Agencies

at the schools in which they work.	materials to establish technology-mediated minority professional mentorship groups across the pipeline.			
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification				
Same as in FY 2018-19	Activities will continue as stated in section FY 2018-19.	Outputs are expected to continue to be the same or improve over the next year.	Expect to continue to measure the same outcomes in year 3.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 3.
Francis Marion University: Center of Excellence on College and Career Readiness				
TRANSFORM SC and other researchers as a pedagogical approach that can prepare students for life beyond school by enhancing not only their content-area knowledge but their refinement of "soft skills" or "success skills."	Continue PBL In-Service with partnership schools.	Offer one-day workshops at three different sites and hold 18 additional meetings at three sites.	Anticipating more attendees than FY 2019-20.	Will survey participants about how they use PBL in their classrooms and how it has affected students' performance and engagement.

Fiscal Year 2020-21	
Problem/Issue	Along with the most recent research, higher education faculty must maintain a knowledge of current K-12 challenges. Research accompanied by a current understanding of today's K-12 classroom ensures effective educator preparation.
Goal #3	Centers of Excellence impact teacher education programs including **pre-service** students and **higher education faculty**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)				
Support the identification and expansion of the pool of prospective minority teachers through specific programmatic professional development activities. Growing this pool of potential minority teachers will increase minority recruitment into the teacher development pipeline.	Support prospective MTs in attending Men of Color conference and participating in education/educator strand.	Will continue to coordinate with the organizers of the Men of Color National Summit to support and promote participation of students who are enrolled in partner P-12 districts at the junior and senior level—both male and female—in the Education-Educator track at the Summit.	Anticipating increased number of students attending in Year 3.	Will coordinate with institutions of higher education across the triad partnership to consistently track the number of prospective MTs applying to teacher education programs each year as a result of engagement in this program. Growth will be determined based on the baselines established in year 1.
Increase the positive perception of teaching as a possible career option among prospective minority teachers and their families. This in turn will increase recruitment of prospective MTs into	Build recruitment partnerships between triad partners.

Support P-12 district offerings of annual "College Affordability Fairs" to aid local | Representatives from school districts and higher education institutions partners in each triad attended CREDE's First Annual Summer Convening and started to establish relationships and recruitment networks. They also started discussing the logistics of | Resources provided to support P-12 district offerings of annual "College Affordability Fairs". | Impact of this activity will be measured through changes in the numbers of minority students graduating, applying to college, and more specifically applying to college with an interest in |

the teacher preparation pipeline.	recruitment of MTs.	College Affordability Fairs to possibly take place in districts in Year 2. These relationships will be further established during Year 2.		education as a career. Growth will be determined based on the baselines established in year 1.
Reduce the barriers that are disproportionally experienced by minority teachers during their preservice years, or increase assets gained by minority teachers during higher education in order to increase entry opportunities into the teacher pipeline.	Support provision of Praxis Core test preparation for preservice MTs. Host faculty discussion forums to report Center findings and discuss implications for improving.	Will conducted Praxis Core workshops and provide support to preservice teachers interested in teaching. Will present work related to the Center in FY2020-21.	Number of students being provided support and passing their Praxis exam after taking this workshop. Number of faculty attending discussion forums.	Aim to achieve an 80% pass rate on the Praxis Core exam for students who take part in its test prep. Impact of this activity will be assessed by tracking the number of teacher education faculty members who attend discussion forums.

Francis Marion: Center of Excellence on College and Career Readiness

Improve higher education faculty's understanding of the policies and practices that shape students' attitudes towards and approaches to college life and academics by presenting current data.	Workshop with University Life 100 instructors at Francis Marion University.	Will hold workshop.	Anticipating more teachers will attend the workshop.	A survey was administered. Feedback from program director suggests that faculty found the session helpful in their approach to the course and in assisting students make the transition from high school to college.
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South	Mathematics Readiness Meeting in Spring 2020. Improve mathematics readiness in the state through facilitating conversations between	Co-directors will consult with higher education and secondary faculty to develop agenda and invite speakers.	It is estimated about 30 individuals will attend the meeting.	McRel survey and interviews to determine the changes that instructors—both K12 and higher ed—have made within their classrooms as a result of these meetings.

Partnerships/Programs/Agencies

Carolina for employees with a strong background and expertise in mathematics and coding.	instructors of mathematics in both high school and higher education.			
USC Columbia: SC-TEACHER				
Examine the effect of various South Carolina teacher recruitment strategies on pre-service candidate enrollment.	Survey and/or conduct focus groups of current students attending SC IHEs regarding views on teaching as a career as well as students declaring interest (but not enrolling in) the field of education.	Surveys and/or focus groups will have been conducted.	By the middle of Year 3: Surveys will have been administered to current students. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 3.	By the end of Year 3, data regarding views of teaching as a career will have been collected.
	Document the impact of recruitment strategies on numbers of candidates majoring in Education, graduating, obtaining certification, and teaching within (and outside) of SC using new data collection and examination of archival data	Impact of recruitment strategies will have been documented.	Initial data analysis will begin when archival and new data are collected and merged into a collective dataset.	By the end of Year 4, data regarding recruitment strategies will have been entered and analyzed.
Examine the effect of various South Carolina teacher preparation strategies on new teacher preparedness	Survey and/or conduct focus groups of educational stakeholders (e.g., principals, new teachers [1-3 years in the field], HE personnel) to determine impact of teacher preparation programs on aspects	Surveys and/or focus groups will have been conducted.	By the middle of Year 3: Surveys will have been administered to educational stakeholders. Information from surveys will inform focus groups (as needed) for additional information to be collected	By the end of Year 3, data from educational stakeholders will have been collected.

	identified in the literature and through these surveys as important to new teachers (e.g., job satisfaction, stress, etc.).		by the end of Year 3.	
Examine the effect of various South Carolina teacher retention strategies on new teachers remaining in the classroom and the field of education	Survey and/or conduct focus groups of new teachers to determine impact of teacher retention activities on new teacher retention (e.g., life/work management, likelihood of remaining in the field) as well as reasons why teachers may leave the field.	Surveys and/or focus groups will have been conducted.	By the middle of Year 3: Surveys will have been administered to new teachers. Information from surveys will inform focus groups (as needed) for additional information to be collected by the end of Year 3	By the end of Year 3, data regarding teacher retention will have been collected.
	Document the impact/effectiveness of retention strategies on numbers and percentages of new teachers remaining in education.	Continue to document the impact of retention strategies and entered them into the collective dataset.	Data analysis will	By the end of Year 4, data regarding teacher retention will have been entered and analyzed.

Partnerships/Programs/Agencies

Fiscal Year 2020-21	
Problem/Issue	Impactful and effective professional development is a crucial component for education professionals to support the complex and changing needs of K-12 students.
Goal #4	Centers of Excellence provide high quality **professional development** to teachers in schools, districts, and the state.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)				
Focus on enabling partner P-12 districts hire high quality minority teachers by developing partnerships and incentives to support P-12 districts in their efforts to hire and retain MTs.	Conduct PD workshops for P-12 teachers in partner districts, to support discourse related to issues of inequality and diversity.	PD workshops.	Anticipating increased number of districts / schools / teachers participating in workshops offered. Anticipating number of districts / schools / teachers participating in workshops offered.	The annual teacher survey and the State Report Cards will be used to measure teacher satisfaction with the learning, social and physical environment, and increased teacher retention.
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification				
Same as in FY 2018-19.	Activities will continue as stated in FY 2018-19.	Outputs are expected to continue to be the same or improve over the next year.	Expect to continue to measure the same outcomes in year 3.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 3.
USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Provide professional development to teachers	Provide professional development (PD)	Two-day professional development workshops will be	Anticipating increasing number of participants.	Using Likert Scale survey after workshops to

and career development facilitators in contextual and project-based learning methodologies.	emphasizing career exploration through Project Based Learning (PBL) to career development facilitators, school-based counselors, and content area teachers. The school-based teams consisted of career specialists and teachers.	provided.		measure the effectiveness of the workshops.
Create sustainable professional learning communities (PLCs) of in-service teachers, preservice teachers, career and workforce educators, and local economic development stakeholders.	Create and develop professional learning communities among AWAKE participants who are engaged in place-based experience in the local schools and communities. Infuse career development throughout the middle level curriculum by creating a collaborative career support team.	Integrate into District Partner Community Outreach: Professional Learning Communities of teachers and career development facilitators were created as part of the PBL professional development.	Track the number of place-based internships.	Teacher assessment of career development and exploration and workforce readiness Preservice and Inservice questionnaires Focus Group with AWAKE Scholars and AWAKE Fellows

Fiscal Year 2020-21	
Problem/Issue	Effective teaching is considered the single-most important "school-based" factor in student growth. Research of best-practice and content delivery are key to improving teaching and teacher preparation.
Goal #5	Centers of Excellence undertake **research** designed to determine effective practice and content.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)				
Inform triad partnerships, in an effort to reduce MTRR barriers and increase assets at the organizational and community levels and strengthen organizational leadership.	Conduct initial needs assessment for any new district partners and annual needs assessments as needed, in order to continue identifying local MTRR barriers.	Online surveys of teachers and students to be conducted at all 15 partner schools in four districts. Interviews and focus groups completed with teachers and leaders.	Survey data to be collected from teachers and students. In 2020-21, conduct the needs assessment at Mary Bramlett Elementary, Hunter-Kinard-Tyler Elementary, Edisto Elementary, Edisto High School	Track the number of participants, analyze data to identify emerging issues.
	Develop metrics for early identification of prospective MTs.	Metrics developed.	Number of districts used the metrics.	
Increase understanding of the impact of local, state, and national policies & practices related to MTRR and disseminate summaries of new findings to policymakers and stakeholders in the teacher pipeline, in an	Evaluate data from the Call Me Mister program to identify key factors in MTRR	Collect survey data from graduates of the Call Me Mister Data to identify program factors that contributed to their success their retention in the field. Conduct focus group of Misters during their Annual Summer Leadership Institute	Number of participants completing the survey. Number of participants in focus group.	

effort to reduce MTRR barriers and increase assets at the public policy level.				
	Analyze district and state data to identify trends in MTRR.	Publicly available data sources have been identified and downloaded (SC Quick Facts, CCS School Reports) Data collected and being analyzed. Written report planned for Year 3	Data covers four districts, and 15 partner schools from South Carolina.	
	Examine district and state policy data to assess impact on MTRR.	Continued monitoring of publicly available policy data regarding MTRR.	Change in data.	
	Conduct review of empirical research and best practices in MTRR.	Systematic review of research literature conducted. Studies for inclusion in the review are being coded and synthesized.	Report about the review.	Report.
Francis Marion University: Center of Excellence on College and Career Readiness				
In South Carolina a significant number of students require remediation in college mathematics. Furthermore, there is a high demand in South Carolina for employees with a strong background and expertise in mathematics and coding.	Mathematics Research Project Increase understanding of mathematics readiness through a research study directed by the NRC.	The NRC is in the process of completing a review of research and practices focused on preparing students for college-level mathematics. Will be working this fall on the design of the research study. Plan to disseminate this report at the South Carolina Council of Mathematics Teachers in 2020 and to present some preliminary findings in February 2020 at the statewide math meeting hosted by the Center at FMU.	The number of attendees.	Survey.

USC Columbia: Center of Excellence for
the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

Conduct research about PBL methodologies.	Write and present research paper about PBL.	Presentations.	Anticipating increased number of presentations.	Number of presentations.
Develop teaching materials integrating workforce development goals with academic content.	Engage in ongoing data collection and analysis.	Analysis findings from workshop surveys, interviews with school district personnel, and research on focus group implementing PBL projects.	Use the findings to develop a replicable model for place-based internship in SC.

The unit plans, teaching materials, and research findings will be widely disseminated through publications, workshops, and conference presentations. | This is ongoing research project, plan to conclude at the end of the program. |

USC Columbia: SC-TEACHER

Continue to conduct a state-wide assessment of existing databases to determine what data are collected and where data are housed	Merge existing data sources (as applicable) into common dataset(s)

Collaborate with our partners to determine what data exists and what data they would like to have access to. | Various sources of data from relevant state and/or district agencies will be:

a) identified and
b) collected and
c) will be entered into the newly developed database. | Have 100% of the data entered by end of Year 3. | By the end of Year 3, we will have 100% of the available South Carolina data identified, collected and entered into the SC-TEACHER database. |
| | Survey partners and stakeholders to determine what additional information is of interest to collect | Additional information of interest to collect will identified through results from surveys administered to educational partner stakeholders. | A list of additional information of interest to collect will be generated by the end of Year 3. | Develop and administer surveys for educational partner stakeholders focused specifically on issues relevant to education in South Carolina. |

Partnerships/Programs/Agencies

Determine what activities related to teacher recruitment efforts, preparation practices, and retention efforts are conducted by SC Institutions of Higher Education (IHEs).	Conduct focus groups with appropriate educational partners to determine effectiveness of various teacher education strategies for pre-service and in-service P-12 teachers.	Focus groups will have been conducted by the end of Year 2	Focus group data results will have been entered into the database by the middle of Year 3	By the end of Year 3, focus group data will have been analyzed.
Conduct on-going database management activities to provide a reliable database for conducting data analyses and informing stakeholders.	Continue to collect additional data as new district and school partners are added to the Center.	Additional relevant data will have been collected throughout the life of the Center (Years 3-5).	100% of the data collected will be entered and analyzed at the end of years 3-5.	By the end of Year 5, all data collected will be analyzed.

Fiscal Year 2020-21	
Problem/Issue	The goals and outcomes of the K-12 system must be linked to post-secondary success (College and career readiness)
Goal #6	Centers of Excellences **disseminate information** on model program and activities to **P-12 personnel**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification				
Same as FY 2018-19	Activities will continue as stated in FY 2018-19.	Outputs are expected to continue to be the same or improve over the next year.	Expect to continue to measure the same outcomes in year 3.	Measures and tools will continue to be used. If additional measures or tools are deemed necessary, they will be created during year 3.
USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools				
Disseminate research findings.	Present research findings pertaining AWAKE.	Presentation at the national and state conferences.	Anticipating increased number of presentations.	The number of conference attendees.
Create various social media outlets to disseminate AWAKE information and teaching materials. Each PLC will create and implement at least one complete unit plan	Keep updating the websites and social media: past and future presentations; articles that have been as a result of the project, and teacher unit plans emphasizing single	**website**: http://www.awakecenter.org **Facebook**: https://www.facebook.com/AWAKE-Center-104733576808016/ **Twitter**: https://twitter.com/USCAWAKECenter **Instagram**: https://www.instagram.com/uscawakecenter/	The number of site visitors and followers.	Track the number of users and followers.

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Partnerships/Programs/Agencies

that that integrates workforce development goals with academic content and involves contextual and project-based methodologies.	subject and cross disciplinary PBL units.			
USC Columbia: SC-TEACHER				
Commission educational researchers from SC to examine certain issues and write working papers related to those topics	Identified seven areas of national priority related to teacher recruitment, preparation and retention and commissioned the writing of seven working papers on these topics. All authors are from colleges/universities in SC. The seven topics include: 1. Teacher Residency Programs 2. Underrepresented Groups in the Teaching Profession 3. Professional Development Schools 4. Alternative Certification of Educators 5. Recruitment and Retention in Rural Areas 6. Embedded Field	Decisions will be made about additional working papers in Years 3 and beyond.	Anticipating increased number of stakeholders, social media followers and attendees in webinars.	With forthcoming publications, the center will collect data on how many people visit the website and read the publications and continue to monitor how many attend each webinar. By the start of Year 3, this list will include more than 500 email addresses. By the start of Year 3, the number of followers will be over 500.

	Experiences 7. Induction and Mentoring Support			
Produce a series of blogs to give voices across SC and the nation an opportunity to share their perspectives	Develop a list of people to invite to write blog posts and invite them	Blogs will continue to be published throughout year 3.	Anticipating increased number of stakeholders, social media followers and attendees in webinars.	
Work with teachers to craft first person teacher narratives so that teachers can tell their stories	Continue to Partner with the Center for Teaching Quality to identify teachers to tell their stories	Continue to publish additional first-person teacher narratives will be published in Year 2		

Fiscal Year 2020-21	
Problem/Issue	Once identified and vetted, the best knowledge, skills, and professional dispositions to raise the standards of learners must be available to the education community.
Goal #7	Centers of Excellence have a clear evaluation and assessment protocol which facilitates **dissemination and replication**.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Francis Marion University: Center of Excellence on College and Career Readiness				
K20 teachers will submit assignments linked to Conley's Four Keys to College and Career Readiness. Assignments will be published on a searchable database so that teachers can share practices that help to prepare students for college success.	Create Mathematics Database. Printing of manual. Activate Academy Coordinator's Manual PBL Expo Teachers from across the state will be invited to exhibit their projects and share a project template that follows the format created by the Buck Institute for Education/PBL Works	Database created. Manual printed. Expo is in place. Online assignment linked to the center website. Creation a site and population with at least 20 assignments.	Anticipating receiving 20 assignments this school year.	Number of assignments uploaded. Number of assignments downloaded.
Encourage other districts and universities work together to facilitate summer programs.	Collaborate between districts and workplaces through using Activate Academy Coordinator manual.	Manual made available online.	Expect to share with at least 50 participants from both within and outside the side.	Number of downloads.

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**.

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)

Education research suggests that all students benefit from having a diverse teacher workforce, but the positive short- and long-term impacts on educational attainment experienced by low income students of color are especially pronounced (Anderson, 2015; Strauss, 2017). Due to the localized nature of teacher labor markets, the Center's approach to minority teacher recruitment and retention (MTRR) in South Carolina will leverage a "home-grown" model to recruit and develop minority teachers from within school communities. This approach has been suggested as a promising avenue to address teacher shortages and increase teacher retention, especially in high-poverty, diverse school districts (Dee & Goldhaber, 2017).

MTRR research over the last two decades suggests that the disparity in demographic representation between minority and White teachers has been shifting from being an issue of recruitment to one of retention. Over this period, the number of minority teachers almost doubled and has a growth rate that far exceeds that of White teachers (Ingersoll & May, 2011). Yet, minority teachers are also almost three times as likely to work in disadvantaged schools. Unlike their White counterparts, their turnover rates from these schools are not significantly related to challenging school demographics, such as high poverty. Rather, minority teacher turnover rates, which are higher than those of their White counterparts, are related to organizational conditions and leadership that tend to be disproportionately negative in schools at which minority teachers are more often employed (Ingersoll & May, 2011).

Studies suggest that retaining minority teachers, especially those new to the profession, requires systematic consideration of factors such as administrative support, mentoring, classroom autonomy, and school decision-making influence, rather than factors such as professional development (PD), classroom resources, and salary (Bednar & Gicheva, 2016; Ingersoll & May, 2011. Since 2011, several states including Connecticut, Colorado, and Maryland, have undertaken efforts to better understand local processes that underlie minority teacher shortages and enhance their MTRR pipelines. There are several points of confluence in the strategic recommendations made by these states and the Center's proposed approach, in spite of a great deal of geographic, demographic, and economic differences: (1) expanding early recruitment efforts; (2) leveraging two-year institutions to lower financial and academic barriers to teacher preparation; (3) building informational and mentoring support systems for teachers; and, most resoundingly, (4) building relationships (Martin, 2011; MD Dept. of Education, 2013).

Originating in the interdisciplinary fields of Public Health and Prevention Science, the Socio-Ecological Model posits that individual behavior and decision-making (such as the decision to become a teacher) is not just the function of individual characteristics, but rather is a function of a dynamic network of individual characteristics (e.g., individual skills and dispositions), interpersonal processes (e.g., professional mentorships; teacher-principal interactions), institutional factors (e.g., district recruitment budgets), community features (e.g., alignment of curricula across P-12 and higher education), and public policy (e.g., loan forgiveness programs for teachers). As such, widespread changes in individual behaviors and decision-making are achieved not just through intervention at the individual level, but *through intervention activities that remove barriers and increase assets at every level of the system*.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

The Alternative Pathways to Educator Certification (APEC) Center at Columbia College was established as a Center of Excellence in Alternative Certification in the Summer of 2018. APEC is a uniquely designed alternative pathway to certification that combines the appeal and feasibility of current alternative pathways to certification with the research-based practices in content, pedagogy, coaching, and collaboration currently embedded in the educator preparation program at Columbia College. Unlike existing alternative pathways in the state, the APEC Center targets instructional assistants within partner districts to promote a "grow your own" initiative similar to those well developed through successful programs like SC Centers for the Re-Education and? Advancement of Teachers in Special Education and Related Service Personnel (CREATE) (www.sccreate.org). Furthermore, the model incorporates specially designed course modules and mentoring experiences to address the research regarding factors that have been identified to contribute to teacher retention and beginning teachers' perceptions of their alternative certification training. These include a need for courses that emphasized more practical applications of theory, particularly in the area of classroom management; more intentional selection and training of mentors; and more classroom visits with specific and immediate feedback (O'Connor, Malow, & Bisland, 2011).

Additional components include field experiences opportunities to observe other teachers with a semester or longer in practice teaching to develop instructional methods, strategies, and learning theory (Ingersoll, Merrill, & May, 2014); more focus on effective pedagogy (Koehler, Feldhaus, Fernandez, & Hundley, 2013); and meaningful professional development and cohort support (Brill & McCartney, 2008). The field experience component of the APEC Center follows a Teacher Residency model that engages participants in a year-long field experience, connecting coursework to classroom experiences (Guha, Hyler, & Darling-Hammond, 2007). Further development of the model will incorporate Teaching Rounds which have been designed in teacher education programs to enrich teacher candidates' experiences in the field. This practice involves small groups of candidates, practicing teachers, and college faculty observing in classrooms with follow-up conversations about the observation (Reagan, Roegman, & Goodwin, 2017). The APEC Center has adapted this model to include observations, conversations with the teacher observed, and larger discussions with the cohort during Professional Learning Seminars.

Francis Marion University: Center of Excellence on College and Career Readiness

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USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

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USC Columbia: SC-TEACHER

Educational stakeholders in South Carolina currently must rely on national sources of information because state-specific information is not available. What is needed is information that focuses on our state's unique standards, learning environments, and school contexts to provide information that can assist South Carolina with the recruitment, preparation, and retention of high-quality teachers. SC-TEACHER began work to coalesce data into a South Carolina-centric database, making state-specific data available to educational stakeholders to inform decisions that affect our teachers and their students.

The following research will continue to guide or work in Year Two and the center willl seek updated research to review:
- Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what the center can do about it*. Palo Alto, CA: Learning Policy Institute.

Partnerships/Programs/Agencies

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- Henry, G. T., Purtell, K. M., Bastian, K. C., Fortner, C. K., Thompson, C. L., Campbell, S. L., & Patterson, K. M. (2013). The effects of teacher entry portals on student achievement. *Journal of Teacher Education, 65*(1), 7 - 23.
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- Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators*. Palo Alto, CA: Learning Policy Institute.

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**.

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)

- Scheduling challenges with data collection and program activities as a result of typical challenges with school-based partnerships and competing calendar priorities (e.g., State testing)
- Survey response rates
- Leadership turnover in partner districts and schools
- Ongoing district consolidation taking place in Orangeburg County Schools

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification (APEC)

- Demands for the program (interest from other districts)
- Communication and coordination with district partners
- Increased number of APEC Fellows
- Completion of the APEC Center

APEC have expanded to include 23 APEC Fellows instead of 16 from FY 2018-19. To ensure that the additional Fellows and our current Fellows receive support and coaching from faculty, the College has hired additional supervisors to ensure that all APEC Fellows are assigned supervisors to observe and monitor their progress in the field.

Francis Marion University: Center of Excellence on College and Career Readiness

- Changing professional development landscape in K-12 schools in South Carolina has made it more challenging to do long term professional development on a large scale.
- Increasing demands on teachers and a nationwide focus on STEM has made it difficult to successfully implement The Write Stuff Portfolio Program; the program has been cancelled.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

Internal approval for the three-course PBL sequence took longer than usual. This delayed the start of the first cohort of teachers until Spring 2018. Consequently, a transition plan allowed for the three-courses to be put through the USC system as Special Topic Courses while simultaneously being placed through as permanent courses.

- Cohort one will be recognized by the state as completing the three Special Topics Courses upon finishing the three courses by Spring 2019.
- Cohort two started in Fall 2019 the permanent course sequence in the Fall 2019 and will be completed by Spring 2019.
- Note: the district partner requested that the center roll out the course implementation in two phases during a longer time frame to support Inquiry and Montessori teachers respectively.
- Note: 20 teachers completed the three-course PBL sequence in the Spring 2019

There has been a transition in school-based leadership at Sandhills Middle School. Also, going into 2019-20 academic year there will be another change in principal at Sandhills Middle.

USC Columbia: SC-TEACHER

- Identifying available data, both from districts and from the SCDE, their location, format, and ability to be extracted at a person level, then connected to other data was a complex enterprise
- Developing data sharing MOUs between the University of South Carolina and the SCDE, and the associated approval chains, proved to be time consuming. These agreements need to precede deeper logistical discussions regarding data transfer.

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

A. Outcomes

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

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE²DE)

Because the first year of the center was primarily focused on collecting baseline data and planning, there was limited data of impact collected. Baseline data were collected through needs assessment interviews and focus groups of teachers and school and district leaders. Survey data on professional development needs and psychological constructs important for teacher recruitment and retention were collected from teachers and aligned data on career interests and psychological constructs important for academic success and persistence of minority students were collected from students. The center analyzed the data and identified trends. Executive summaries and detailed findings in full reports for four participating districts were distributed at the first Summer Convening. Due to the delayed start, the center is also in the process of collecting a fresh set of baseline data from all K-12 and higher education triad partners to document student success and enrollments at various points in the teacher development pipeline. Changes in these will be eventually used to track the impact of center activities on: 1. Minority students interested in teaching during MS & HS; 2. Minority students applying to college for teaching; 3. Minority students starting education courses; 4. Minority students completing teacher education; 5. Minority teachers (MTs) securing teaching positions; 6. MTs staying at school during first 5 yrs. of career; and 7. MTs staying at school after first 5 yrs. of career.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

Program output and outcomes measures for year one were determined and measured by the external evaluation consulting firm in collaboration with APEC program director. The Year 1 measures and outcomes which are also documented in part A of this document include:

- Instructional Module (Course) Candidate Evaluations
- SCT 4.0 Rubric
- Instructional Module (Course) Candidate Grades
- Professional Development Day Participant Survey Responses
- Summit on Teaching and Mentoring Participant Survey Responses
- Candidate Interviews Mid-year and End of Year
- Candidate End of Year Survey

These measures were used to determine the following Year One expected outcomes:

- 70% of recruited candidates are retained in the program through year 2.
- 90% of candidates score Acquiring or above on relevant sections of the SCT Standards 4.0 at the end of year one.
- 70% of candidates on track two will pass Praxis II end of year 1.
- 90% of teacher candidates perform at a proficient or above level on classroom activities performed to meet module learning outcomes for each course.

- Participant perceptions of the professional developments effect on teacher performance and school climate, build capacity in, and improve professional development workshops and APEC Summit.
- Dissemination of research on teacher candidate perceptions of program components impact on candidate retention and success annually.

Program impact data will be collected and measured at the end of year 3. APEC plans to design an analysis that uses student performance data to measure program impact at the end of year 3.

Francis Marion University: Center of Excellence on College and Career Readiness

Last year the center shifted the focus of the internal evaluation from the evaluation of individual sessions to a model that captures the impact of our programming on teachers and their students. Therefore, this year's report focuses on a survey sent to those who attended a Center event since 2015; interviews with participants are also included in order to better understand the Center's impact. The McRel survey of past participants that focused on what the usefulness of the professional development the center provided on their teaching over multiple years showed that the large majority of participants believed that the programs had a positive impact on their practice and that the majority also used what they learned in their classroom to impact their students.

The center worked with over 400 teachers and college faculty from 19 different districts and 19 institutions of higher education. The center also began multi-year partnerships with two different schools that will be continuing into year two during the upcoming year.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

- Almost all participants in the summer professional development workshop completed the evaluation survey (35 of the 37 participants). The survey consisted of seven strength-of-agreement items. Overall, 99.6% of the answers were positive, and 100% of the participants agreed with the statement, "I will use what I learned in my ongoing professional practice."
- There are 20 participating teachers in the first cohort who have completed the endorsement sequence. Since these teachers were teaching at partner schools, the expectation is that they will continue to collaborate in the coming years. Some may also transfer to other schools, potentially broadening the reach of the project.
- Surveys of students and teachers at Kelly Mill Middle School were conducted during the 2018-19 academic year. This data provides a baseline as this partnership continues to develop. This supplements a survey completed at Sandhills Middle during the spring of 2018. During Years 4 and 5, we expect to survey students at these schools again.
- The AWAKE Center made substantial progress toward its goals during Year 3. It provided PBL endorsement training to 20 teachers and CDF/CDSs. In addition, it hosted a summer PD workshop in which 10 teams (37 individuals) of teachers and CDF/CDSs began to collaboratively develop career-focused PBL units. A new partnership was created with Kelly Mill Middle School, and surveys of students and teachers were administered, providing input to their process of developing their medical career magnet.

USC Columbia: SC-TEACHER

Though SC-TEACHER does not have direct impact on a specific group of participants, SC-TEACHER has worked diligently to disseminate their research findings to a broader educational community in South Carolina and beyond. It started to build a stakeholder list of 279 people and the list continues to grow. Via a variety of technology tools and social media, ten blogs, two working papers, and two webinars have been disseminated.

One key component of the outcomes coming from SC-TEACHER is the Working Paper Series. Seven areas of national priority related to teacher recruitment, preparation and retention were identified and selected researchers were commissioned were commissioned to conduct research and write seven working papers on these topics. All authors are from colleges/universities in SC. Two of the following seven topic have been published during FY 2018-19:

1. Teacher Residency Programs (published)
2. Underrepresented Groups in the Teaching Profession (published)
3. Professional Development Schools
4. Alternative Certification of Educators
5. Recruitment and Retention in Rural Areas
6. Embedded Field Experiences
7. Induction and Mentoring Support

Each working paper is accompanied by a Fact Sheet and an Infographic. Representatives from SC-TEACHER have been invited to present before the EOC, the House Education, and public works committee and the Senate Finance Committee. A fact sheet is put together to share with them.

B. Implementation
Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**
- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)

Degree of implementation was determined by sharing the proposed set of center activities in the proposal, the implementation timeline developed at the point funding was approved, and documentation of all implementation efforts by activity. Google folders were set up for each center activity and shared with the external evaluator. Center personnel uploaded all data, outputs, planning documents and reports produced for each activity over the course of the year. For activities that were still underway or were not initiated according to plan, Center personnel summarized for the evaluator describing progress and plans for completion during the subsequent year. The program shifted significantly based on the delayed start. One of the main shifts in approach is that year 1 focused mainly on research activities and entailed more limited engagement in programmatic activities. Due to time pressures on triad partners the Center presented remaining planned programmatic activities to partners as a menu of options for Year 2 based on the needs that emerged in needs assessment and survey data. Of the 28 activities proposed, 9 were not intended to start during year 1. Of the remaining activities, 7 activities were completed as intended, 9 were initiated in some form and are ongoing, and 3 were delayed starting in year 2. Of the activities that have been completed and initiated, participants have expressed positive responses and anticipation of activities yet to begin.

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

The APEC Program began in July of 2018 as planned. APEC recruited and enrolled 16 APEC fellows in the first cohort. Except one, all were employed with the partnership districts. The APEC Fellows completed 4 instructional modules during

the 2018-2019 school year. Due to scheduling conflicts, the teaching rounds activities were not implemented as planned but have been incorporated in the 19-20 academic year.

A total of 39 participants accepted into Cohorts 1 and 2, of which, 20 are African-American females and 6 are African American males. The minority population takes up 66% of total enrolled students. The APEC Fellows range in age from 25 to 60 and have between 1 and 15 years of experience working in public schools.

APEC has been able to retain the expected number of participants each semester. An unexpected outcome of APEC is to successfully recruit minority teachers. Of the 16 APEC Fellows enrolled in the program in July 2018, APEC was able to retain all but two Fellows. Twelve of the Fellows completed the requirements for Field Experience 2. Of those 12 APEC Fellows, 3 successfully passed the required PLT and Praxis 2 exams. These 3 Fellows have accepted positions as classroom teachers for the 19-20 school year. Two other APEC fellows have accepted classroom teaching positions as long-term substitutes as they are working to pass the Praxis 2 exam. Once they pass the Praxis 2 exam, these 2 APEC Fellows will be able to receive the alternative certification and be listed as teacher of record.

Additionally, teachers in partner districts have rated the professional development offerings positively. The results of the workshop evaluations indicate that attendees find the workshops interesting and engaging and beneficial to their own classroom practice.

Francis Marion University: Center of Excellence on College and Career Readiness

For the past five years, McRel's assessment of the program has indicated that those who participate in the programs feel positively about the Center and the information the center provided. Although some of programs, such as The Write Stuff Portfolio Program and this year's PBL Expo, have not been successful (both were cancelled) because of the high demands placed on teachers, attendance at the statewide events remains consistent. The center continues to attract new participants from all part of the state, and schools continue to approach the center about offering professional development for their teachers.

One change in the program's original plans is that the center has moved away from the "Write Stuff" portfolio program it began in year 1. After several years of attempting to partner with high school in the Pee Dee, it became clear that the center would not be able to get the level of commitment on the part of teachers in order to implement the program in a worthwhile way. The center plans to use the funds previously used for Write Stuff to offer mini-grants for educational institutional in the state who have programs promising practices related to college and career readiness.

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

The program has momentum as the first cohort and second cohort have completed courses leading to endorsement; twenty SC teachers have attained PBL endorsement. In addition, data collection has begun. Benefits being highlighted by the partner district include intended ones such as better prepared teachers as well as unintended ones including: one of the scholars taking a position at the school, teachers to use the courses as a springboard to an advanced degree, and as part of the districts' recruitment and retention plan.

As discussed in the interim evaluation report, a meeting to formally review the implementation of the project will take place in June, 2020:
- Formal review and documentation of project implementation (Strategy 1, August 2020), including any publications, conference sessions, and presentations (Strategy 14, August 2020).

USC Columbia: SC-TEACHER

The Center of Excellence on SC-TEACHER focuses on conducting research study about teacher recruitment and retention longitudinally. The plan has been implemented as designed. The SC-TEACHER team worked collaboratively with state and district partners to develop memorandums of understanding (MOUs) regarding the data to be shared by each entity. At a partners' meeting on October 4, 2018, partners from school districts, the SCDE, and IHEs were asked to begin brainstorming the kinds of data that would be most helpful for answering essential questions about the preparation, recruitment, and retention of teachers in SC. Input from all partners in attendance was collected through a web link, and a preliminary list of data components was generated based on this feedback. This data was subsequently categorized by type (e.g. teacher evaluation data, teacher demographic data).

During the fall of 2018, the SC-TEACHER team worked collaboratively with partners to develop MOUs for data sharing. For district partners, this included meeting with two partner districts to carefully review the requested data and determine the feasibility of gathering some data directly from the districts. At a partners' meeting on January 10, 2019, the SC-TEACHER team led partners through a process of collectively determining the availability of the data components on the list, and partners agreed that nearly all of the variables listed could be made available for the SC-TEACHER database. However, districts reported that several data elements would be difficult to provide from their systems. SCDE representatives present indicated that much of the data resides in their systems and may be more accessible. This discussion led the SC-TEACHER team to decide that the least invasive method for building the database would be to collect most of the data directly from the SCDE. A district MOU was developed for the data that will be requested from the districts, which all partner districts have signed. A collaborative meeting was held on February 12, 2019, with key staff in the SCDE and members of the SC-TEACHER team to explain the data needs of the project and to partner with the SCDE on developing an MOU with the SCDE. The MOU was developed collaboratively by the SCDE and the SC-TEACHER team with input from Health Information Technology Consortium (HITC) at UofSC and was signed by all parties. Another meeting between SCDE, SC-TEACHER, and HITC representatives was held on July 15, 2019 to initiate the data sharing process.

There was a change in the unit that will provide support for data security and organization for the SC-TEACHER database. A collaborative decision was made to have the Health Information Technology Consortium (HITC) within the Department of Integrated Information Technology in the College of Engineering and Computing at the University of South Carolina provide this support. A meeting was held on February 8, 2019 with the Bob Brookshire (SC-TEACHER technical monitor), Eric Patterson (University Technology Services), Neşet Hikmet (HITC Director), Gina Kunz (SC-TEACHER Research Director), and Tammiee Dickenson (REM Center Director). The group decided that the HITC had the technical expertise and experience needed to provide secure data storage and organization of files from multiple sources. With approval from Thomas Hodges as SC-TEACHER PI, a scope of work for the HITC was developed and an agreement was signed between the College of Education and the HITC in the College of Engineering and Computing in May of 2019.

In addition to relying on existing research, SC-TEACHER is also producing research specific to South Carolina. Starting with seven priority areas around teacher recruitment, preparation and retention, SC-TEACHER commissioned the writing of seven working papers. Two of these have been released at the submission of this report:

South Carolina Teacher Residency Programs: Preparation Characteristics, Outcomes, And Recommendations

Recruitment, Preparation, & Retention of Teachers From Traditionally Underrepresented Groups In South Carolina

1. **External Evaluation**

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

   _____×_____ Yes   **_____ No**

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

Clemson: Center of Excellence for the Recruitment & Retention of Diverse Educators (CRE^{2}DE)

An external evaluation was completed by Dr. Art Recesso in July-August 2019. The external assessment concluded that The Center of Excellence for the Recruitment and Retention of Diverse Educators (CRe^{2}DE) has clearly established goals and objectives. In Year 1 the Center was challenged by a delay in funding. However, there is evidence of progress especially in the area of baseline literature review and initial data collection and analysis. This should provide a sound foundation for activities planned in future years of the project. The activities supported within the Center are indicative of a statewide center that will foster progress towards increased recruitment and retention of diverse educators.

The Center has made considerable progress in its effort to establish the groundwork for future implementation of recruitment activities. This Center has a mission critical to the State and beyond as education tries to improve recruitment and retention. The activities implemented thus far are indicative of a project that is making progress and focused on its goals. However, due to challenges of a late start it is recommended the project revisit the strategic plan and the large number of activities and adjust accordingly for Year 2 and beyond.

The link to the external evaluation report is:
https://drive.google.com/file/d/1J6oqzLlkBlzp9lGGiWayxZ1AwC7NqpvE/view?usp=sharing

Columbia College: Centers of Excellence on Alternative Pathways for Educator Certification

The external evaluation was conducted in August, 2019 by Katalyst Innovative Consulting Services.

The APEC program includes design and implementation of instructional models and field experiences for cohort members by graduate faculty/field supervisors, cohort member teaching in classrooms in high needs partner districts, cohort member and potential student participation in high quality professional development, and dissemination of findings from analysis of data relevant to understanding the goals and outcomes of the APEC program. These program components present diverse interactions of stakeholder groups and present complexity in program design and implementation.

The APEC program demonstrates many strengths and witnessed multiple successes in light of the expectations set by the APEC program team. The APEC program also demonstrates a number of challenges. Some strengths and challenges observed through the external evaluation include:

Communication of expectations and resource needs between program staff, fellows, and school leadership needs improvement. Program strengths include ability APEC fellows to develop a network and earn money while learning the teaching profession. APEC Fellows feel supported by each other. One student mentioned needing to build confidence and feeling like the program was helping gain understanding of professional responsibilities.

Despite the many program benefits and strengths in engaging students and increasing their preparedness for the careers, most APEC fellows also described difficulties in program coordination and had suggestions for improvement. These

included increased sharing of coursework information, as well as an improved understanding of the administrative hurdles they face in obtaining reimbursement.

Challenges with District Level Communication - Information sharing with schools and school leaders is inconsistent. To improve communication between the APEC program and the participating school districts time is needed to build relationship with school administrators.

Revising Application Process - Applications screening process moving forward for cohort 2 will include the following criteria: minimum 2.75 GPA, 3 letters of recommendation, participate in an interview.

As a result of some of the challenges mentioned programmatic changes (as mentioned above) were made during the 2018-19 academic year and some initial approaches were changed moving forward into the 2019-20 academic year.

Additional Recommendations

- Continue to strengthen recruitment strategies and relationship development with leadership in partner school districts.
- While some test taking influences are outside of the scope of the APEC program, the center is recommended conducting research on models for improving Praxis exam preparation that has been shown to improve performance on the Praxis exam to ensure that APEC is incorporating as many research-based best practices as possible to assist APEC fellows.

    The link to the external evaluation report is
    https://mycolumbiasc-my.sharepoint.com/:w:/g/personal/msanders_columbiasc_edu/ETKMFi7Wlz9Bk-g_tzMQC_UBjP7nXlQdqOrAagVTEtDIrg?rtime=ZzqdT8w910g.

Francis Marion University:

The external evaluation was conducted by Brittney Fraumeni, McREL International on August 1, 2019.

The CECCR at FMU project had many successes during its fifth year of implementation. The four areas defined by Educational Policy Improvement Center (EPIC) to develop and implement best practices for promoting college and career readiness include (1) cognitive strategies, (2) content knowledge, (3) learning skills and techniques, and (4) transition knowledge and skills.   One important factor to consider is that response rates were low for both the survey and the interview data collection efforts. It is difficult to see which highlighted skills map on to each area defined in Educational Policy Improvement Center (EPIC). Without doing so, it is nearly impossible to say to what extent knowledge changes in each area. Furthermore, it is possible that an area of EPIC is not represented in the current knowledge focus.

Therefore, it is difficult to make large claims about meeting the evaluation. Based on this year's evaluation (nested within each associated evaluation question), the CECCR at FMU may consider addressing the recommendation:

- Continue to offer high-quality training sessions and resources for educators and education stakeholders.
- Utilize a survey immediately following sessions and months later to accurately measure changes in knowledge and sustainability of knowledge.
- Continue to offer high-quality training sessions and networking for educators and education stakeholders.
- Clearly define how each knowledge indicator represents different areas of EPIC.
- Utilize frequency and reasoning questions to better understand implementation choices.

- Consider utilizing a mentoring program, either with CECCR leaders or teacher experts, to build participant confidence in implementation.

The link to the external evaluation report is
https://drive.google.com/file/d/14Xm_3GbfMufmU7a_CtwlljRQff3gdFEN/view?ts=5d7f8b41

USC Columbia: Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina Middle Grades Schools

During FY 2018-19, this project gained momentum, adding a partnership with Kelly Mill Middle School to its work with the middle schools in Gaston. Two cohorts of participating teachers have completed or will shortly finish the three-course sequence leading to an endorsement in project-based learning. Revisions to the project evaluation plan, which reflect the evolution of the project, are now being developed.

The AWAKE Center's major outcomes in Year 3 included the following:
- Fully implemented the three courses leading to a PBL endorsement for participating teachers.
- Two cohorts of teachers completed the sequence. 20 teachers have now earned the PBL endorsement through the AWAKE project.
- A second partnership school was added.
- Work with Kelly Mill Middle School in Richland School District 2 began with surveys of students and teachers.
- The summer professional development workshop series continued, this year helping teams of teachers and CDFs and CDSs to develop PBL units that integrate career elements into PBL units. Thirty-seven teachers, CDFs, and CDSs participated, on 10 teams representing 9 school districts. It is expected that each team will implement the PBL units they began to develop at the workshop during the 2019-20 academic year.

As the AWAKE Center enters its fourth year of operation, the work of preparing teachers and CDFs/CDSs is expected to result in the implementation of numerous career-focused PBL units, resulting in increased career awareness among middle school students. In addition, a third cohort of PBL endorsement-seekers began at the beginning of Year 4. The research and evaluation data collection will continue during the coming year, now turning greater attention on developing measures and evidence of the impact of the project.

The link to the external evaluation report is
https://drive.google.com/drive/folders/1TH-Gi4DMJdvEo909K7BEQnlNPAlEUtsP?usp=sharing

USC Columbia: SC-TEACHER

Due to the research nature of this grant program, the focus is on the data collection, data merging, and data analysis at the initial stages. To ensure data security, a technical monitor has been used to document the progress of database development and data management throughout all years of the project as well as provide guidance to ensure quality and efficiency in support of the program mission.

The technical monitor, Dr. Robert Brookshire, met with Dr. Gina Kunz, Co-Project Director for SC-TEACHER and Director of the Research Institute; Dr. Tammiee Dickenson, Director of the Research, Evaluation, and Measurement (REM) Center; and Eric Patterson, University Division of Information Technology to define the major requirements for the proposed database. At that meeting, they discussed the scope of data collection required by the SC-TEACHER project and identified the need for a level of data security that would protect personally

identifiable information gathered from study participants. Dr. Brookshire then met with Dr. Neset Hikmet, Director of the Health Information Technology Consortium (HITC) in the Department of Integrated Information Technology, College of Engineering and Computing at the University of South Carolina. The HITC has extensive experience in providing secure data storage for research projects at the University in the College of Engineering and Computing, the College of Education, the Arnold School of Public Health, and the University of South Carolina School of Medicine. In a subsequent meeting, Drs. Hikmet, Brookshire, Kunz, Dickenson and Mr. Patterson identified the main data sources for the project, discussed the technologies required for the integration of the data sources, outlined the design of the data warehouse to contain the data, and defined the hardware and software requirements for the data warehouse. These include a high-security platform that integrates two-factor authentication for data users and analysts and prohibits sensitive information from leaving the secure server environment. Subsequently, the technical monitor reviewed the memorandum of understanding and scope of work agreement between the HITC and SC-TEACHER project principals to ensure that it contained the necessary technical specifications and met the requirements for the project.

Program Planning and Fiscal Information

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** _____×_____ **No**

If "Yes," please describe recommendations below:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
Partnerships/Programs/Agencies
EIA Program Report for Fiscal Year 2018-19 for PROGRAMS CURRENTLY FUNDED BY EIA FUNDS

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	1,137,526.00	1,137,526.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	4,181.83	34,680.00
Contractual Services	90.57	10,000.00
Supplies & Materials	11.44	20,714.00
Fixed Charges	1,072.76	3,800.00
Travel	136.82	20,000.00
Equipment		3,000.00
Employer Contributions	1,159.02	12,832.00
Allocations to Districts/Schools/Agencies/Entities	1,055,000.00	1,032,500.00
Other: Transfers		
Balance Remaining	75,873.56	0
TOTAL:	**1,137,526.00**	**1,137,526.00**
# FTES:	**.30**	**.30**

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	$1,137,526.00
Amount of increase requested in EIA funding for FY 2020-21	$N/A
Amount of decrease requested in EIA funding for FY 2020-21	$N/
Total amount of EIA funding requested for FY 2020-21	$1,137,526.00

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

- 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	Center of Excellence to Prepare Teachers of Children of Poverty	**Address**	Francis Marion University P. O. Box 100547 Florence, SC 29502

FY 2019-20 EIA Appropriation	$350,000	**FY 2020-21 EIA Funding Request**	$350,000

Program Contact	Tammy Pawloski	**Division/Office**	Francis Marion University
Contact Title	Director Professor of Education	**Address**	P. O. Box 100547, Florence, SC 29502
Contact Phone	843.661.1475	**Contact E-Mail**	tpawloski@fmarion.edu

Summary of Program:

The mission of the **Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty** is to solve problems inherent in the education of children in or of poverty by developing expertise in those who work with these children on a daily basis. The project strives to improve the quality of undergraduate teacher preparation, graduate teacher preparation, and the learning of in-service teachers through a focus on the needs of under-resourced learners.

Teachers historically have received little, if any, special training to prepare them for their work with under-resourced children. They have graduated from the same teacher preparation programs as those who teach in schools that enroll primarily middle and upper income students or learners who have access to a full complement of necessary resources.   Conversely, the basic belief underlying this project is that teachers who possess the knowledge and skills needed to teach children in and of poverty—that is children missing <u>any</u> resource needed to be one's best self—and teach them well, have the greatest potential for breaking this generations-old cycle.

To that end, a research-based model has been developed and implemented that focuses on the specific needs of under-resourced learners. Implemented with pre-service teacher candidates, graduate education students, and in-service teachers, school leaders, and stakeholders, the Center offers a menu of opportunities for professional study focused on successful strategies for high poverty schools. Through their engagement in intensive study, field work, and action research, participants are encouraged to operate from a growth mindset, understanding the great opportunity at hand and assuming the powerful responsibility for raising and leveling the bar for under-resourced learners.

1. **Allocation of Funds**

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

Allocation of Funds	$	% of Total Line Item
Allocated to School Districts	$ 39,341	11.24 %
Retained by this partnership/program/agency	$ 310,659	88.76 %
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$ 350,000	100.000 %

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

    Of the funds "Allocated to School Districts," please denote how the funds 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.	0 %
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	0 %
Special Education Services	0 %
Health (i.e. school nurses, mental health counselors, etc.)	0 %
Safety (i.e. school resource officers, etc.)	0 %
Vocational (i.e. career education, vocational equipment, etc.)	0 %

Facilities & Transportation	0	%
District Services	100	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	0	%
Adult Education	0	%
4K (i.e. Half-Day and Full-Day Programs)	0	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	0	%
Teacher Supply Funds	0	%
National Board Supplements	0	%
Other (Please Explain)	0	%
TOTAL:	100	%

Total should reflect 100%.

2.   A. Relevant State Law

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

Code of Laws:	<u>Part 1B Section 1A H630-DEPARTMENT OF EDUCATION-EIA</u> 2019-2020 Appropriation Act

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): **1A.31.** (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

Regulation(s): **NONE**

B. Other Governing Guidelines

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

Yes	X	No

If yes, please describe:

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal**: Overall purpose or long-term outcome of the **program, with specific reference to the** *Profile of the SC Graduate* as relevant.

- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.

- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, **including federal or state funds as well as grants.** Common resources include human resources, financial resources, space, technology, other equipment and materials.

- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.

- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.

- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.

- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

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	Teachers who serve children in and of poverty (under-resourced learners) require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children in or of poverty are better equipped to advocate and accommodate for them.			
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or	**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?)

investments were used to implement each strategy?)				
Goal 1, 2, 3: Strategic planning by key stakeholders will ensure that Center actions are focused and that partners are engaged and invested in the processes.	**Program Planning, Development, and Oversight** These activities are conducted by a Task Force and Advisory Committee, and specialized subsets of those groups that plan and evaluate the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.	# Advisory meetings 2 # Task Force meetings 7 # Invitations to FM School of Education dean and faculty to participate in Center planning 12 # Center-School of Education meetings 3 # Task Force participants 20 # Advisory participants 24 # Meetings with Dean and Provost 3 # FM faculty participation in leadership roles of any length or type 5 # requests for activities or suggestions for Center activities received 9	School re-evaluation of TCOP Standards alignment with FM coursework	• Focus Group Discussion with Task Force Members • Activity Participation Counts • Meeting minutes and notes
	Center Partner Districts Each year the Center invites school districts to invest in the work of the Center as a Partner District. Educators in Partner Districts also have access to reduced fees for Center events, and exclusive eligibility for specific activities, including outreach project funding, NNPS training, Essay contest entries, and others.	# Partner District advisory meetings 2 Menu of events and activities	# Partner Districts 24 # Advisory Committee meeting participants 28 Partner District student enrollments totaled approximately 285,175. There are about 19,555 teachers within these schools. The average percent of students in poverty across these school districts is 75%. The lowest percent of students in poverty among these districts is 44% and the highest is 92% with a range of 44.6% to 91.9%.	• Advisory Committee Surveys • Meeting minutes and notes • Activity data
Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM because of its focus on teaching children in or of poverty.	**Recruitment** <u>Teacher Cadets</u> Recruitment activities are supported by special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state are offered by the Center to the FM Teacher Cadet coordinator. <u>CERRA</u>	# Teacher Cadet Presentations 3 # Teaching Fellows events 1 # Prof. conference presentations 11 # District or school professional study events 178 # Student participation incentive events 9 # Email/phone info. requests 92	# Teaching Fellows participation 40 # Graduate course enrollment 64 # Course offerings 5 Requests for and enrollment in graduate coursework increases annually; undergraduate participation remains low but is increasing, largely due to informational and incentive events held outside of education classrooms on campus each month.	• Requests for information received by Center • Course enrollment data • Event attendance data

	Partnership with the Center for Educator Recruitment, Retention, and Advancement (CERRA) is leveraged to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at FM. Broad Exposure Professional conference presentations are utilized as a method for elevating exposure of TCOP-focused FM programs.		Identification and implementation of effective incentives continues. Nontraditional design for coursework for graduate students has been proposed and will continue to be pursued. Lexington One continued coursework with a second cohort in Fall 2018 and Spring 2019. A Greenwood 50 cohort completed courses in Fall 2018 and Spring 2019 leading to the endorsement for Teachers of Children of Poverty. Marlboro, Saluda, and Darlington also requested information about possible course cohorts.	
	Student access to study of TCOP Standards Six 'Standards for Teachers of Children of Poverty' are infused into all programs of study to ensure that all FM Students have opportunities to study and master related questions and content. Alignment of TCOP Standards with all programs was conducted in 2008. Each year, FM faculty are asked to confirm alignment. Data is maintained to document where TCOP Standards are embedded in all FM programs for initial licensure. FM Dean and faculty are notified when alignment issues arise.	TCOP Standard-course alignment confirmation each semester. # Courses with TCOP Standards 26 FM School of Education-initiated data collection of TCOP Standard-to-course alignment.	TCOP Standards alignment with courses and programs indicates that all students except those enrolled in programs leading to Secondary Education, Art, and MAT initial licensure have at least one opportunity to study each of the TCOP Standards and Elements. The Dean and Program Coordinators in those initial licensure areas are notified and offers for support are provided. Alignment indicates that most programs have multiple TCOP Standard-to-course alignments. FM School of Education faculty's re-assessment of alignment has led to removal of some inactive alignments and new course alignments, leading to more accuracy of analyses of implementation.	TCOP Standard/Element alignment documents
	Student perceived exposure to and understanding of TCOP Standards/Elements by course	Total # of Courses with TCOP Standards 26 Fall 2018	 Fall 2018 # Faculty Engaged 14	*TCOP Attitudes and Beliefs Survey*

	Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is designed to gauge their perceptions of the alignment of course content and instruction with teaching children of poverty standards, as well as their preparation to teach children of poverty based on completion of the specific course.	# *TCOP Attitudes and Beliefs Survey* administrations 30
		
		Spring 2019
		# *TCOP Attitudes and Beliefs Survey* administrations 23
			# FM Student impacted 533
			
			Spring 2019
			# FM Faculty Engaged 10
			# FM Student impacted 462
			
			Fall 2018 N =456
			  Course Mean 3.09
			  Instructor Mean 3.19
			  Preparation Mean 3.14
			Spring 2019 N = 384
			  Course Mean 3.02
			  Instructor Mean 3.11
			  Preparation Mean 3.05
			
			On average, students agree (3.0) that the course and instructor prepare them to teach children of poverty. Survey respondents were approaching the strongly agree (4.0) category in Fall 2012 and Spring 2013; however, average scores dipped in Fall 2013 and have remained solidly in the agree range since that time.
			
			Course, instructor, and preparation means are also explored by area of certification. In an analysis that included only Fall 2018 and Spring 2018 results, middle-level certification students indicated the highest levels of satisfaction with the courses, instructors, and overall preparation to teach children of poverty, which is consistent with the 2017-2018 results as well. Students pursuing early childhood and secondary certification generally indicated the lowest level of satisfaction; however, they still were just above the agreement/satisfaction level on average.	

Partnerships/Programs/Agencies

	Student perceived exposure to and understanding of TCOP Standards/Elements throughout program FM students are surveyed annually at benchmarks throughout their preparation programs using the *TCOP Longitudinal Survey*. This survey, a 15-item Likert-scale survey, administered once per academic year to FM students in six courses of varying levels, is designed to measure their perceived preparedness for teaching children of poverty at each programmatic step.	# *TCOP Longitudinal Survey* course administrations 8
		 # semester administrations 1
		 # FM students impacted 151
			Student perceptions (1-5 Scale) based on enrollment in courses with TCOP Standards:
			 Perceived knowledge
			     0 courses = 2.5
			     8+ courses = 4.3
			 Perceived skills
			     0 courses = 2.6
			     8+ courses = 4.3
			 Perceived confidence
			     0 courses = 3.2
			     8+ courses = 4.2
			 Perceived preparedness
			     0 courses = 2.5
			     8+ courses = 4.1
			 On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study.
				• *TCOP Longitudinal Survey*

	Student perceived exposure to and understanding of TCOP Standards/Elements at program completion Student teacher focus groups are conducted with Francis Marion student teachers to understand the perceived quality of teacher preparation at FM, specifically related to teaching children of poverty. Participants are randomly selected. Feedback from focus groups is shared with FM School of Education leader, along with recommendations.	# of Focus Groups 1 # Student Teachers invited 17	# Focus Group participants 7 In some years, the focus on Teaching Children of Poverty has been indicated as an area that positively sets Francis Marion University apart from other colleges and university; however, in the past four years, students have reported various levels of exposure to teaching children of poverty with the majority indicating limited exposure or instruction about teaching children of poverty prior to student teaching. Some 2019 student teachers indicated that teaching children of poverty was addressed ("touched on") in every course; whereas, others, particularly the student teachers pursuing elementary certification, indicated that they received more information and resources outside of courses. Most of the student teachers noted that the experience being in the classroom helps them to better	• Focus Groups report provided by Independent Evaluator

				understand how strategies and ideas work to reach children of poverty. Student teachers recommended more experience within classrooms to observe and gain experience with strategies for all students and learning more about what schools and current teachers are doing related to effectively teaching children of poverty. Also, student teachers wanted more understanding of environment conditions within schools and communities that influence teaching children of poverty. Student teachers also indicated that the Center's "Ed Camp" conference held at Francis Marion University was "awesome," and some of the student teachers considered it a highlight of their college experience.	

		Student mastery of TCOP Standards/Elements at program completion
		Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FM student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees and faculty so that it may be used to inform programmatic changes that will support ever-increasing success of FM graduates as teachers of children of poverty.
			# of semesters administered 2
			# students assessed
			    Fall 2018 9
			    Spring 2019 25
				# FM students assessed & scores
				    Fall 2018 N = 9
				        Mean 29.78
				        Median 30
				        Low 23
				        High 36
				    Spring 2019 N = 25
				        Mean 29.76
				        Median 30
				        Low 22
				        High 38
				Mastery Assessment results demonstrate somewhat similar average scores each semester with slight dips in Spring 2016 and Spring 2018; however, the most recent administrations in Fall 2018 and Spring 2019 show slight improvements with higher average scores than previous semesters. The trends demonstrate that on average students have achieved a moderate level of mastery of the TCOP standards.
					TCOP Mastery Assessment

			(See evaluator report for proficiency by standard and by program)	
	FM Faculty Engagement with TCOP Standards	# Study opportunities offered 6	Multiple invitations were offered personally and electronically, however the majority of faculty members did not respond to surveys or other requests for information or engagement. Incentives, including cash payments to faculty, were not successful, however 4 faculty members were very actively engaged throughout the year in multiple Center events. The committee established by the Dean of the School is designed to improve School-Center collaboration. The committee charged faculty with reassessing the degree to which TCOP Standards are embedded in courses. An alignment matrix was developed.	• Participation data • Faculty survey data • Meetings and communications with FM and FMSOE leaders • Strategies developed
	The School of Education voted to infuse Six 'Standards for Teachers of Children of Poverty' into all programs of study and these are included in the unit's CAEP accreditation review. Current alignment of TCOP Standards and courses is offered to faculty for review each year. Program committees and faculty members are provided with prior-year Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards and to guide program and course revision to reflect new understandings about the needs of children of poverty. FM School of Education TCOP Standards Implementation is advanced by professional study opportunities for FM faculty interested in improving their implementation of the standards. Standards study sessions and faculty incentive programs are offered each semester to support faculty in their infusion of the standards in coursework.	# Faculty incentive projects 2 # faculty participants in study events 6 # faculty participants in incentive projects 0 # Meetings with Dean/Provost 3 # Meetings to discuss alternative activities to advance student exposure 3 FM School of Education – Center of Excellence Advisory Committee # of members 7 # of meetings 3 The Dean of the School and the Provost were apprised of the Center's concerns around faculty utilization of Center resources, and engagement data was presented to the Provost and Dean for review. A Center – School of Education committee was convened by the Provost and the Dean in Fall 2018. Committee meetings were held in September 2018, and March and May, 2019.		

	Center seeks opportunities to work with the administration of the School of Education at Francis Marion to ensure *Teaching Children of Poverty Standards* are implemented with fidelity.			
	Student Teaching Award The Center provides incentives for initial certification students' practice of high-quality teaching in high poverty schools by honoring a student teacher each semester for outstanding work with children of poverty. An outstanding student teacher is selected each semester, based on application packages that require recommendations from cooperating teachers and supervising professors. Awards are made during the final student teaching class each semester. A committee of faculty members reviews applications and identifies awardees, rather than a single student teaching faculty advisor. This mechanism for full faculty input prior to naming the award winner emerged from faculty concerns expressed after winners announced.	Marketing tools utilized: • Email announcements to all student teachers • Email announcements to all FM student teaching supervising professors • Flyers on campus • Flyers at monthly incentive events • Personalized announcements by Center staff to student teaching class delivered on first day of class. • Email addresses of current student teaching class secured on first day of class to facilitate repeated communication and marketing of opportunity.	# Applicants for award 5 # Awards 3	• Student Teaching Award applications • Student Teaching Awards
	Essay Contest Each semester, the Center sponsors a contest for undergraduate and graduate students that affords them the opportunity to write about the	Marketing tools utilized: • Email announcements to all FM Education students and to all Center Partner District Teacher Cadet programs.	# essays submitted Fall 2018 33 # essay readers trained 8 # winning essays recognized 5 # essays submitted Spring 2019 13 # essay readers trained 6	• Faculty reader feedback • Faculty committee feedback • Essays recognized

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	impact of poverty on teaching and learning. Monetary prizes are awarded to winning essays at the graduate, undergraduate, and Teacher Cadet levels. Additionally, awarded essays may be published on the Center website or other publications in the future in order to elevate exposure of winning writers.	• Email announcements to all FM Education Faculty • Flyers on campus • Flyers at monthly incentive events	# winning essays recognized 6 Participation in the essay contest remains lower than in previous years. Center staff and task force members are exploring ways to increase participation or the option of developing alternative activities.	
	Expanded FM Student Engagement with Center The Center seeks opportunities to better connect with FM students in an effort to increase their engagement with professional learning and networking opportunities beyond traditional coursework. Monthly incentive events held outside FM classrooms commonly used for Education courses include games and giveaways designed to expand awareness of Center events and activities and to gain information from students about their needs.	Marketing tools utilized: • Email announcements to all FM Education students • Email announcements to all FM Education Faculty • Flyers on campus • Flyers at monthly incentive events # monthly student incentive events 8 # student awareness meetings 2 # class presentations 8	# incentive event participants 800 # students in class presentations 110 # Requests for information 5 # Visits to Center Resource center 60 # Attendees at events 55	• Requests for information documentation • Attendance documentation • Event surveys
	Student Professional Organization **TCOP SCHOLARS** The Center seeks to expand preservice teacher interest and involvement in activities, events, and opportunities for professional growth. A professional organization is now available for undergraduate students interested in deep	# of SCHOLARS meetings 8 # of SCHOLAR members 49 Marketing tools utilized: • Email announcements to all FM Education students • Email announcements to all FM Education Faculty • Flyers on campus • Flyers at monthly incentive events	# of modules completed 132 # of graduating SCHOLARS (stoles) 9 # of SCHOLARS earning medallions 8 According to one scholar, "Teaching Children of Poverty Scholars changed my outlook on education tremendously…. Education is vital, and thanks to TCOPS, I can now provide my students with the best learning experiences and help them want to learn," May 2019 Francis Marion University graduate.	• Attendance documentation • Module submission records

	study around evidence-based practices for high-poverty schools. TCOP SCHOLARS meets monthly for study and networking. SCHOLARS who attend meetings are eligible to purchase and wear a commencement stole as a part of their academic regalia; those who complete a required number of micro-credential-type modules of study are awarded a medallion that signifies their successful deep study.			
Goals 1 & 2: Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Add-On Certification Courses** A Center-convened task force developed the proposal for the 2012-approved *Add-On Certification and Endorsement for Teachers of Children of Poverty*, the only one of its kind in the US. The Certification requires field experiences in all courses and includes two levels: Endorsement – Introductory *Life in Poverty* course and one more Add-On Certification – four courses, including • *Life in Poverty* • *Language, Literacy, and Poverty* • *Teaching & Assessing in High Poverty Schools* • *Family and Community Engagement in High Poverty Schools*	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions • Reduced tuition offered through contract courses • Recognition of Saluda School District as winner of *Lorin Anderson Award for Excellence*. • Informational sessions at 2018 Summer Institute led by Lexington One cohort # Courses Offered 4 # Students EDUC 599 (Lexington 1) EDUC 635 (Lexington 1) EDUC 555 (Greenwood 50) EDUC 599 (Greenwood 50)	Interest in graduate coursework leading to the Endorsement and Add On Certification remains very high. The Center continues to advocate for both the coursework and for teachers and their concerns. SC SDE designated EDUC 555 as a PACE-approved course. A successful cohort sponsored by Lexington School District One completed the required 4 courses in Fall 2017. A new cohort began in Spring 2018 and will complete in Fall 2019. A 3rd Lexington 1 cohort will begin in Spring 2020, as will a PDEC cohort. # teachers on 'request for course information and notification' list 42 # Courses Offered 4 # Enrolled students 39 2018-19 TCOP Certification-Eligible Students # Eligible for Endorsement 39 # Eligible for Add-On 0	• Course requests • Courses offered • Enrollment and completion data • Student feedback • Email and phone correspondence

	Teachers express high interest in the content, however they are very concerned about course costs, even when reduced tuition and partial scholarships are offered. Reasons for not enrolling are listed as: --does not lead to Master's Degree --free courses available elsewhere --not accepted for PACE alternative certification --not required --no pay increase associated with Add On Certification	In response to expressed concerns received from teachers and educators, the Center continues to advocate to FM Provost and SOE Dean for a Master's Degree with a specialization in Teaching Children of Poverty. A proposal for this degree program has been offered for consideration. Additionally, a formal request to include *EDUC 555 – Introduction to Educational Programs for Children of Poverty* as a required course in FM's new Teaching and Assessment Master's Degree has been made.	No positive response from FM School of Education in terms of including TCOP course(s) as requirements in degree programs. A Center – School committee will convene in August 2019. These recommendations will be presented again. *EDUC 555 – Introduction to Educational Programs for Children of Poverty* approved as a substitution course in FM's new Teaching and Assessment Master's Degree, and will be offered in Spring 2020.	
	TCOP Professional Development (EDPD) Coursework Using a non-traditional delivery format, professional learning offered through graduate coursework for recertification purposes only is offered. These courses provide teachers and school leaders with knowledge and skills necessary to challenge the barriers of poverty. These EDPD courses differ from traditional (Add-On Certification) graduate courses: • less costly to student • no field experience required summer scheduling	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions • Reduced tuition offered through contract courses # EDPD summer courses 1	# students enrolled 24 Robust and rapid course enrollment serves as an indicator of strong interest in this type of summer course offering. Future summer courses will be planned. Post-course evaluation data collected electronically by FM and through unsolicited student communications further substantiates the value of this summer offering for recertification credit. Comments from 2019 students: *"Fantastic class! Loved tying in the Summer Institute."* *"Amazing professor!"* *"This class was so informative. I learned so much and was so inspired!"* *"This course gave me a new perspective about poverty."* *"Best PD I have ever had. Great impact on me and my teaching!"*	• Student Evaluations *(when available)* • Email and phone correspondence

			"I just wish this class was required for all teachers and administrators."	
	Higher Education Collaborative The Center convenes an annual collaborative meeting with IHEs to gauge interest, provide information, and encourage offering of courses or professional development for populations in their regions or service areas. Work with IHEs stems from a survey sent to determine current offerings related to teaching children of poverty and interest in partnerships on this front, in which 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools.	• Survey data led to 2018-19 Higher Education Collaborative meeting convened in conjunction with additional deep-dive COERC session	# IHE stakeholders in attendance 2 # IHE's represented 2 # SDE representatives 1	• Higher education collaborative surveys • Meeting minutes
	National Certification Efforts Communications with officials from other states interestied in exploring the SC model for this certification.	• Discussions at professional study sessions, COERC, and other Center events • # of requests for specific information 3 • State representatives requesting information: Louisiana, Michigan, Arkansas	No Outcomes	Email communication
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children	**P-12 Outreach Projects** The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address	Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters	# P-12 outreach projects 5 Total funding amount of P-12 projects $8793 2018-19 supported projects:	Not Applicable

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in and of poverty through a menu of activities offered by the Center.	identified questions related to curriculum, instruction, and assessment. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.	• Announcements at professional study sessions # Call for Proposals released 1	• **Referrals to Regulation: Meeting Students' Sensory Needs to Gain Positive Outcomes** *Wallace Gregg Elementary, Florence 1* • **Diamond2Diamond-Peer Elevation through Collaboration & Mentoring,** *Lower Richland HS, Richland 1* • **Mommy, Daddy, Please Read with Me,** *College Park Elementary, Berkeley County* • **Mother Read Literacy,** *Berkeley County School District* • **Your Money Matters!,** *Timmonsville High School, Florence 4*	
	NNPS Support to Schools and Districts The Center has partnered with Johns Hopkins University's National Network of Partnership Schools for fourteen years in an effort to support family and community engagement and partnerships.	# of NNPS Action Team Trainings 1 # South Carolina State Department of Education Cohort meetings 2 # regional training events 1 # NNPS outreach projects funded 4 # NNPS recognition events 1 # state or local training events 6 # NNPS school visits 3 # NNPS Partner Districts 5 # attendees at all events 184 #Carolina Family Engagement Center Events 3	Partnership with SCDE FACE office to create the South Carolina Family Engagement K-12 Framework. Partnership with the Carolina Family Engagement Center https://cfec.sc.gov/ as a NNPS representative and Teaching Children of Poverty "expert". 56 schools within five districts participated in NNPS with support from the Center of Excellence. Among NNPS trainings and other trainings focused on family support strategies, 94% agreed or strongly agreed that information would be used in their professional decisions, 95% agreed or strongly agreed that information would be used in professional activities, and 96% agreed or strongly agreed that information would be shared with their colleagues. Approximately 120 participants attended a training and/or end-of-year celebration Johns Hopkins University's National Network of Partnership Schools honored the Center	Not Applicable

		with the National Partnership Organization award for the 11th consecutive year. In addition, 1 NNPS district, Richland One, was awarded a District Partnership award and 1 NNPS school, Moore Intermediate, Florence 1, was awarded a school partnership award and recognized for their innovative practices to engage families and the community. Center award winning partnership activities to be featured in the 2019 NNPS annual edition *Promising Partnership Practices*: • 2018 Summer Institute • Outreach grants, school visits, news features, and I movie showcase.. Center NNPS partner schools with award winning partnership activities to be featured in the 2019 NNPS annual edition *Promising Partnership Practices*: • Greenwood Elementary, Florence 1 – *Greenwood Game Night* • H. B. Rhame Elementary, Richland One – *Parent Spring Fling* • Moore Intermediate, Florence One – *Family Counts Math Night* • North Vista Elementary, Florence One – *Parent Engagement at North Vista* • Richland One School District – *SOAR into Summer for a Successful School Year* • SC Department of Education – *Regional Parent Liaison Capacity Building Initiative*	
	NNPS Outreach Projects In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12	Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters • Announcements at professional study sessions	# NNPS outreach projects funded 4 Total funded NNPS school or district projects $3,683.38 2018-19 Supported Projects: • "Attendance Counts" – *Manning Early Childhood Education Center, Clarendon 2*	Not Applicable

	teachers to cultivate goal-oriented family and community partnerships. A competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment is used. The process is designed to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.	# Call for Proposals released 1	• "Parent Engagement Series" – *North Vista Elementary, Florence 1* • "Now We're Cooking w/Art & Music" – *Greenwood Elementary, Florence 1* • "Family Game Night" – *JC Lynch Elementary, Florence 3*	
	Poverty Simulations The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the *Missouri Community Action Poverty Simulation*. Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living. Simulations are labor-intensive events, requiring 20 volunteers during the event and 5 work days for planning, preparation, and clean up.	New Poverty Simulation Policy published by Center to ensure requesting agencies are fully equipped to provide needed supports for implementation. # Simulations requested 10 # Simulations offered 4 2018-19 Simulations # Florence 3 attendees 100 # Horry County attendees 100 # 2019 Summer Institute pre-conference simulation attendees 100 #Lexington 2 attendees 100	In each simulation events, 100% of attendees agreed or strongly agreed that the event was positive and changed or confirmed their beliefs. Comments from attendees include: *"Opened many eyes to the struggle faced by many of our families."* *"This presentation really made me understand what people in poverty go through."* *"Great activity to bring awareness to poverty."*	• Simulation Sign-In Information documents • Simulation Participant Surveys
	Professional Learning Sessions Professional learning is facilitated in schools and districts in South Carolina and across the nation. The goal of these events is to provide	# Service Presentations 178 # Scholarly Presentations 16 # Attendees estimate) vv 10,000 # States featuring Center presentations or other events 6 # Sustained project sites 7	About 194 professional learning sessions and scholarly presentations were conducted in 2018-19. Among participants who completed surveys between July 1, 2018 and June 30, 2019, the overwhelming majority of respondents "Agreed" or "Strongly Agreed"	Professional Development Session Surveys

	focused study opportunities for educators and stakeholders centered on strategies for success in high poverty schools. **Scholarly Presentations** The goal of presentations made at professional conferences is to share the outcomes of Center research with the professional community and to expand outreach focused on successful strategies in high poverty schools. **Sustained Professional Learning** An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in long-term and focused study of issues of importance to teachers of children of poverty.	Sustained Project Sites: • Saluda School District • Berkeley County School District • Greenwood Elementary • Florence 1 4K Multi-District Schools 　○ Latta 　○ Mullins 　○ Dillon 4 • Lexington-Richland 5	that the conference sessions or workshop were professional (97%), high quality (96%), respectful of audience (97%), credible (97%), and interesting (96%). Comments provided on surveys include: *"This was hands down the most enjoyable PD I've ever been to. On top of that it was also the most practical. I'll be able to use the information I learned to become a better teacher for my students."* *"I tried the name plate/writing back and forth with the students the first week of school…life changing! Best relationship building tool I have ever used."* *"I've spoken with several colleagues who have mentioned how they're seeing students in a different light, already. We've only been together as an entire faculty once, this is amazing. I took the Teaching Children of Poverty ongoing PD last year and LOVED it! Not only did I learn countless new ideas, but some of my own ideals and strategies were validated. I really needed that."* *"The presentation was the best professional development that I have attended in many, many years. It was wonderful. Our whole district needs to hear this."* *(See evaluator report for complete data)*	
Goals 1, 2, 3: Undergraduate and graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty	**Workshop/Institute Series** Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The workshop	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions # workshop days　　　　　　5 # 2019 Summer Institute	EdCamp Comments provided on surveys include: *"I liked that, although the vibe was laid-back, we were able to learn from one another and do some great networking. "* *"I learned so much, and it was a fun experience."* *"I had the best time ever and still cannot believe it was entirely free! "*	• Summer Institute Keynote Surveys • Summer Institute Breakout Session Surveys • Preconference Simulation Surveys • EdCamp Surveys • Mindfulness Training Surveys

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through a menu of activities offered by the Center.	and institute focuses on results-driven best practices for high poverty schools and at-risk learners.
	
	Other Professional Learning Events
	The Center offers additional professional learning events that can help to engage pre-service and in-service teachers in professional study focused on the needs of under-resourced learners and high-impact, evidence-based practices that are proven to advance student success. Two events were offered in 2019-20: EdCamp and Mindfulness Training.
		Registrants 260
		# Preconference Registrants 100
		# Ed Camp Attendees 98
		# Mindfulness Training attendees 15
		
		2019 Summer Institute
		# keynote sessions 4
		# breakout sessions 27
		# preconference sessions 1
		# student volunteers trained 15
		Summer Institute Keynote Presenters:
		    John Hodge
		    Todd Nesloney
		    William Parrott
		    Kathleen Budge
			"This was a great experience. I gained a lot of insight and information through the various workshops I attended. I made new connections and was able to reach out and interact with teachers from other parts of the state that are dealing with similar experiences with their students as I am. "
			"This was my first experience with the EdCamp style conference and it was very exciting...what a great day spent with others passionate about education like myself! There were options for everyone and so much to do throughout the day, even with anchor sessions to offer time to "re-group" from all of the fun conversations! Not only was the EdCamp experience great, but the team of leaders was phenomenal...thank you for a wonderful event - your hard work was evident and your passion was contagious (along with all of the positive energy, which is dire need these days)! "
			(See evaluator report for complete data)
			
			<u>Mindfulness Training</u>
			Comment provided on surveys include:
			"I really enjoyed the information shared and look forward to practicing mindfulness myself and within my classroom."
			
			 (See evaluator report for complete data)	

	Research Consortium (COERC) The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration and conversation among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational	Marketing tools utilized: • Email announcements to Partner Districts • Announcements in Center newsletters • Announcements at professional study sessions # COERC convened 1	# COERC attendees 34 100% surveyed rated the COERC as Excellent or Good, and representative comments include: *"Great speaker. Informed discussion of pertinent topics that I teach every day."* *"Great professional learning opportunity."*	COERC Surveys

	practices for high poverty schools.	COERC Keynote Presenter: Dylan Wiliam- *Emeritus Professor of Educational Assessment at University College London*	*"While I was not totally on board with everything the speakers said, I do know he was looking through a researcher's lens. What is most important, however, is he made me THINK about how we are approaching school improvement."*	
Goal 3: The Center's broad reach will extend to professional study opportunities and resources for educators and stakeholders across the state, region, and nation.	**Higher Education Partnerships** The Center seeks opportunities to create partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools. Work with IHEs stems from a survey sent to determine current offerings related to teaching children of poverty and interest in partnerships on this front, in which 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools	The Center regularly surveys the availability and implementation models of 'teaching children of poverty' coursework and services at other institutions of higher education. # surveys to IHEs 1 The Center invites higher education partners to examine programs and practices in place across SC. Higher Education Collaborative events are convened in which higher education institutions are invited to identify and study issues related to teaching children of poverty, specifically in terms of course and programmatic offerings. Marketing tools utilized: • Email announcements to Deans and Chairs # Higher Education Collaborative strategic work sessions with leaders, faculty or other higher education partners (jointly offered with COERC) 1	# IHE stakeholders in attendance 2 # IHE's represented 2 # SDE representatives 1	• Higher education collaborative surveys • COERC surveys • Meeting notes
	Health Resources Manual The Center publishes its *Health Resources Manual* that provides health information that teachers statewide may access to support	#Local vetted resources 130 #National organizations vetted 133 #Professional health org. & related national org. vetted 19 #Total resources 282	No outcome data available	No data collector

	the health needs of children of poverty.	The manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.		
	Resource Library The Center houses a lending library of resources relevant to the education of children of poverty, including videos, books, and other print resources.	# resources housed 983 Holdings are continuously expanded to support educators' needs for current research-based resources.	No outcome data available	No data collector
	Center Website (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders.	Newly launched website on new platform in order to provide stable national access to a searchable data base organized around 25 best practices, in addition to other information and resources related to Center activities and events.	# visits to home page 16,844 # visits to its Best Practices tab 1,327 # visits to 'Contact Us' 1,112 # visits to Add-On Certification 555	Website data collector

	Newsletter
	The Center publishes a monthly newsletter that features items of interest specifically to teachers of children of poverty. Distributed statewide to all school districts, and nationally to enrolled recipients, the newsletter is used to showcase best practices and to advertise Center events.
		# published newsletters 9
		# districts in distribution list 80
		# newsletters distributed
		   electronically 11,903
		# newsletters distributed
		   in 2018-29 107,127
			Constant Contact data indicates that newsletters are read and utilized but more engagement is desired based on the number of 'non-clicks' registered. This is addressed in each Partner District meeting.	Constant Contact data collectors

	Online Presence The Center of Excellence uses a variety of online mechanisms to communicate with stakeholders, share resources and information, and facilitate	# Social Media Outlets utilized 4 Facebook *https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242* # Likes 3478	The Center's webpage has had more than 16,814 visits to its home page between August 2018 and June 2019. In addition, there were approximately 1,330 visits to its Best Practices site, 1,112 visits to Contact Us, and 555 visits to its TCOP Add-on Certification page. The	Social media data counts

registrations for events. The Center of Excellence maintains a website, Facebook page, Pinterest site, and Twitter account.	# Followers 3481 Pinterest *http://www.pinterest.com/fmucoe/* # Followers 242 Twitter *@CenterofExcel* # Followers 656 #Following 62 Instagram *@CenterofExcel* #posts 26 #Followers 46	Facebook page has 3,512 followers. The Center also has more than 670 Twitter followers and regularly "tweets" information to inform these followers.	

Fiscal Year 2019-20				
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children in or of poverty are better equipped to advocate and accommodate for them.			
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.			
Strategies and Resources (What intentional actions 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?)
Per direction of Bunnie Ward on September 12, 2019, and in the interest of document length, the logic model for Fiscal Year 2019-20 includes ONLY any specific additions, deletions, or other changes to the 2018-19 logic model.				
Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM	Professional study opportunities and work sessions for FM Faculty to promote their engagement with TCOP Standards, increase student access to study of TCOP Standards and mastery upon completion.	• Faculty study of Attitudes and Beliefs Survey • Faculty study of Mastery Assessment • On-demand video study opportunities	• Faculty feedback • Student outcome data on Center measures	• Session Surveys • Outcome data on Center measures

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because of its focus on teaching children in or of poverty.		Exploration of micro-credentials for TCOP study		
Goals 1 & 2: Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	Other professional study events outside of the standard menu of activities designed to engage pre-service and in-service teachers in professional study focused on the needs of under-resourced learners and high-impact, evidence-based practices that are proven to advance student success.	***Best. Workday. Ever.*** Event planned for February 2020.	Marketing tools utilized: • Email announcements to interested teachers • Announcements in Center newsletters • Announcements at professional study sessions	• Session Surveys • # of attendees
Goal 1: Undergraduate and graduate students will be recruited for enrollment at FM because of its focus on teaching children in or of poverty. **Goals 1 & 2:** Graduate students and inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	A Center-convened task force developed the proposal for the 2012-approved *Add-On Certification and Endorsement for Teachers of Children of Poverty*, the only one of its kind in the US. The Certification requires field experiences in all courses and includes two levels: Endorsement – Introductory *Life in Poverty* course and one more Add-On Certification – four courses, including • *Life in Poverty* • *Language, Literacy, and Poverty* • *Teaching & Assessing in High Poverty Schools* • *Family and Community Engagement in High Poverty Schools* Teachers express high interest in the content, however they are very concerned about course costs, even	Graduate courses offered in non-traditional formats and with enrollment limits reduced or eliminated.	• # Graduate course enrollment • # Course offerings	• # Graduate course enrollment • # Course offerings

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	when reduced tuition and partial scholarships are offered. Reasons for not enrolling are listed as: --does not lead to Master's Degree --free courses available elsewhere --not accepted for PACE alternative certification --not required --no pay increase associated with Add-On Certification			
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Sustained Professional Learning** An action research model is used to guide sustained professional learning activities that are conducted with total school or district faculties interested in long-term and focused study of issues of importance to teachers of children of poverty.	2019-20 Sustained Projects: • Saluda School District • =Genessee (MI) County School District • Loris Middle School • Berkeley County School District • Goose Creek Elementary School • Dutch Fork Elementary School • Greenwood School District 50 4K Program • Furman Middle School • Rawlinson Road Middle School • Florence 1 4K Multi-District Project • Lexington-Richland 5 • South Carolina State Department of Education	• Professional Development Session Surveys	• Professional Development Session Surveys
Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	The Center partners with Johns Hopkins University's National Network of Partnership Schools to support family and community engagement and partnerships.	Project expansion to include Carolina Family Engagement Center's Regional Liaisons to provide NNPS support and to develop leadership at the building and district level so that leadership and support can be provided from within.	• Session Surveys • # NNPS activities	• Session Surveys • # NNPS activities

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Goal 2: Inservice teachers will have multiple opportunities to study the unique needs of children in and of poverty through a menu of activities offered by the Center.	**Professional Learning Sessions** Professional learning is facilitated in schools and districts in South Carolina and across the nation. The goal of these events is to provide focused study opportunities for educators and stakeholders centered on strategies for success in high poverty schools.	• On-demand videos • Microcredentialing	• Session Surveys • # Microcredentials or videos	• Session Surveys • # Microcredentials or videos
Goal 3: The Center's broad reach will extend to professional study opportunities and resources for educators and stakeholders across the state, region, and nation.	**Center Website** (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders.	• Brand enhancement through website updates • Social media platform updates	• # visits to home page • # visits to its Best Practices tab • # visits to 'Contact Us' • # visits to Add-On Certification	• Website data collector

Fiscal Year 2020-21	
Problem/Issue	Teachers who serve children in and of poverty (under-resourced learners) require specific knowledge and skills in order to provide the highest quality educational programs that will be most likely to close the achievement gap. Most teachers have limited personal experience with poverty and have no specialized training for their work with under-resourced learners and their families. Teachers who understand the unique needs of children in or of poverty are better equipped to advocate and accommodate for them.
Goal	1. Design and implement pre-service and graduate teacher education programs that attract qualified applicants and enable graduates to effectively teach children in or of poverty. 2. Provide high quality professional learning support that includes collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty, including that related to the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resource agencies and stakeholders in an effort to meet the social, emotional, cognitive, and physical needs of children in or of poverty and to serve as advocates for them in the school, community, state, and nation. 3. Serve as the premier resource for helping teachers learn how to provide a high quality education to all children in or of poverty.

Strategies and Resources (What	**Activities/Intervention** (What does the project or program do to make progress	**Outputs** (How do you know you are making progress? Include measurable	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include	**Measures and Assessment Tools** (How do you measure your

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intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	toward goal and/or address the problem?)	numbers that reflect implementation progress and progress toward completing activities.)	measurable numbers that indicate impact on population being served.)	outputs and outcomes? What are your outcomes or measures?)
Per direction of Bunnie Ward on September 12, 2019, and in the interest of document length, the logic model for Fiscal Year 2019-20 includes ONLY any specific additions, deletions, or other changes to the 2018-19 logic model. No additions, deletions, or other changes are planned at this time.				

- Discussion of diversity, equity, and inclusion in education have long occurred around topics of race, ethnicity, gender, and special needs; however, only in recent years have researchers and practitioners begun to explore the impact of life with limited resources on school success even though this demographic is strongly represented in the majority of schools in our nation. In 2016, 41% of the 72.4 million children under the age of 18 lived in low income homes, including 22% in near poor homes, and 19% in poor homes. (http://www.nccp.org/publications/pub_1194.html) Before universal free meals became available at many schools, seventy percent of all school meals provided in fiscal year 2013 were provided free of charge or at reduced prices. (http://febp.newamerica.net/background-analysis/federal-school-nutrition-programs)
- A recent analysis concluded that students in schools with high levels of students in poverty are well behind their peers (up to four grade levels by Grade 6) in schools with students with higher income levels (Rich, Cox, & Block, 2016). In exploring almost 500 studies related to student achievement and socioeconomic status, Hattie (2009) found that socioeconomic status at the school level impacts student achievement more than individual-level socioeconomic status; however, both have a strong influence on student achievement. Among factors associated with students' home, home environment and socioeconomic status are the top two influencers of achievement ranked 31 and 32 respectively of 138 factors explored. Aspects related to the student, teacher, teaching, school, and curricula all have aspects that rank higher than home environment and socioeconomic status indicating the importance of these factors in influencing achievement and mitigating the income-based achievement gap (Hattie, 2009).
- Fifteen years ago, poverty as a mitigating factor was a discussion point that few practitioners were willing to address. The prevailing thought was that achievement was most directly correlated with family structure, mother's level or education, and ethnicity. Marzano (2004), however, reported that even when those key variables are controlled, children of poverty are less than half as likely to do as well in school as their more affluent peers. Further, national and state data indicate that under-resourced students perform at alarmingly low levels on key measures of school success. As early as 2001, Biddle found that children of poverty are more likely to be labeled as problem students, tracked at lower tracks, and fall behind. Since then, trends in data are clear that this demographic subgroup struggles at all school levels, culminating with a dropout rate for children of poverty that is more than five times greater than that of their more affluent peers. (https://nces.ed.gov/programs/digest/d13/tables/dt13_219.75.asp) Districts and schools struggle to find ways to capitalize on the abilities of this important sub-group.
- The science of learning offers insights that can inform practice because the good news from the science of learning is that all brains are built to change. As early as 1966, Skeels reported dramatic IQ improvements of children removed from an orphanage and placed in the care of 12 year old institutionalized girls. More recently, consistent findings from neuroscience report on neural plasticity and the impact of life experiences on early brain architecture that serves as the foundation for all future learning, behavior, and health. While genetics provide a blueprint and set outer limits for development and achievement, the environment and life experiences determine how much of one's potential is actually met. Early high quality experiences are best for brain development and later achievement but all brains can and do change, given appropriate experiences that stimulate the formation of brain circuits that are then reinforced by repeated use.
- The Center is grounded by an understanding that in the United States, the income achievement gap has been growing for the past 25 years increasing by up to 40% since the 1970s and growing more sharply than gaps based on ethnicity or parental education levels (Reardon, 2011). "The gap appears to have grown at least partly because of an increase in the association between family income and children's academic achievement for families above the median income level: a given difference in family incomes now corresponds to a 30 to 60 percent larger difference in achievement than it did for children born in the 1970s," (Reardon, 2011, pg.2).
- The mission of the Center is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers, and the work of the Center is focused squarely on teachers and other educational stakeholders and professional learning activities in support of their work. Respected organizations have worked to develop principles of effective professional study, including The National Staff Development Council (NSDC):

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**.

www.nsdc.org/standards, The U.S. Department of Education: www.ed.gov/policy/elsec/leg/esea02/pg107.html#sec9101, and Goals 2000: www.ed.gov/G2K/bridge.html. This body of work is used to drive the design and implementation of Center activities. Center activities professional study opportunities are organized around these ideas:

- o   High-quality professional study supports teacher understandings around both the science of learning and evidence-based pedagogy.
- o   High-quality professional study is driven by teacher application and research using, when possible, an action research model.
- o   High-quality professional study has a positive impact on the classroom in terms of both teacher effectiveness, teacher efficacy, and student outcome measures.
- The Center strives to accomplish it goals through a menu of offerings that include short-term and extended study, cultivation of learning communities and networks, and direct support services for teachers and schools. "Conferences, workshops, books, online resources, and periodicals can dramatically change individual practices and launch discussions among colleagues. Yet sustained, job-embedded professional development translates into real change." http://www.ascd.org/ASCD/pdf/siteASCD/OSCB_fact_sheet.pdf
- An action research model is utilized for sustained, job-embedded professional study, both in Francis Marion graduate coursework and in sustained school-based professional study. This model engages educators in the development, implementation, and assessment of studies in the context of their own schools. Action research professionalizes teacher behaviors, supporting the development of a truly reflective practitioner that takes informed action.http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research%C2%A2.aspx
- The power of effective schools and teachers to create change in development and in achievement, then, cannot be underestimated. Mendro, et.al. (1998) reported that two years with an effective teacher cannot remediate achievement loss caused by one year with a poor teacher; Hanushek and Rivkin (2006) found that most effective teachers need six months to accomplish the same amount of learning that requires two years by least effective teachers; and Hamre and Pianta (2005) reported that students from disadvantaged backgrounds learn at the same rate as advantaged students with effective teachers. Additionally, Min Sun (2016) found evidence of a spillover effect from more effective colleagues. Sun found that having a peer teacher one standard deviation more effective than a student's own teacher for just one year would increase this student's likelihood of going to college by approximately .25 percentage points which translates to a financial value to this student of approximately $10,000 in additional lifetime earnings.
- Historically, one-size-fits-all preparation programs have provided teachers with strong educational foundations but fewer opportunities for practical application with under-resourced students under the supervision of highly qualified master teachers. Educators who land positions in schools that serve large numbers of under-resourced students report that they are not prepared to provide the accommodations needed to reveal the often-hidden potential of their students. As a result, many teachers move on to more affluent schools and districts or leave the profession all together.
- The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has used theory, research, and practice to better prepare and support current and future teachers of children in and of poverty. The Center continuously reviews the literature and conducts original research to identify strategies that matter most for under-resourced students. Twenty-five high-impact teacher and school moves have their foundation in the work of research leaders in the science and practice of learning, including, as examples, Carol Dweck (Mindsets), John Vito (Motivation), Eric Jensen, Judy Willis, Bruce Perry (Science of learning), Karl Alexander (Social Psychology), Albert Mehrabian, Dylan Wiliam, John Hattie, Robert Marzano (Pedagogy), Joyce Epstein (Family and Community Engagement), and Lorin Anderson (Educational Research). Findings from these influential researchers have informed the identification of 25 very specific practices that benefit learners of all ages and levels, as well as a strong research base that empowers teachers, leaders, and stakeholders to examine common practices with an eye for quality, all applied through an action research model.

- The 25 practices are embedded in a series of six standards for teachers of under-resourced learners that were developed by the Center. The focus of each standard, along with an example of a classic and of a more recent supportive study, text, or article, include:

Standard 1: Life in Poverty
Berliner, D. C. (2012). Effects of inequality and poverty vs. teachers and schooling on America's youth. *Teachers College Record*, 116 (1), Retrieved march 1, 2013, from http://www.tcrecord.org/content.asp?contentid=16889
Biddle, B. J., Ed. (2001). *Social class, poverty, and education.* New York: Routledge/Palmer.
Jensen, E. (2016). *Poor students, richer teaching: mindsets that raise student achievement.* Bloomington, IN: Solution Tree Press.

Standard 2: Language and Literacy in High Poverty Schools
Fernald, A., Marchman, V. A., & Weisleder, A. SES differences in language processing skill and vocabulary are evident at 18 months. Developmental Science, 16 (2), Retrieved june 5, 2015, from http://onlinelibrary.wiley.com/doi/10.1111/desc.12019/abstract
Hart, B. & Risley, T. (2018). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes Publishing.
Jensen, E. (2009). *Teaching with poverty in mind.* Alexandria, VA: ASCD.

Standard 3: Family and Community Partnerships in High Poverty Schools
Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools*. Second Edition. Boulder, CO: Westview Press.
Parrett, W. H. & Budge, K. M. (2011). *Turning high-poverty schools into high-performing schools.* Alexandria, VA: ASCD.

Standard 4: Building Classroom Community in High Poverty Schools
Evertson, C. M. & Weinstein, C. S., Eds. (2006). *Handbook of classroom management: Research, practice, and contemporary issues.* Mahwah, NJ: Lawrence Erlbaum Associates.
Jensen, E. (2013). How poverty affects classroom engagement. *Educational Leadership* (70) 8, Retrieved june 5, 2015 from http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/How-Poverty-Affects-Classroom-Engagement.aspx

Standard 5: Curriculum Design, Instructional Strategies, and Assessment in High Poverty Schools
Blankstein, A. and Noguera, P. (2012). What works in school turnarounds? *Education Week, (31) 17,* Retrieved june 5, 2015 from http://www.edweek.org/ew/articles/2012/01/18/17blankstein_ep.h31.html
Marzano, R. (2004) *Building background knowledge for academic achievement.* Alexandria, VA: ASCD.
Marzano, R. J. (2006). *Classroom assessment and grading that work.* Alexandria, VA: ASCD.
Parrett, W. H. & Budge, K. M. (2011). *Turning high-poverty schools into high-performing schools.* Alexandria, VA: ASCD.
Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: ASCD.

Standard 6: Teachers as Learners, Leaders, and Advocates in High Poverty Schools
Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2012). "Estimating the effect of leaders on public sector productivity: The case of school principals." NBER w17803. Cambridge MA: National Bureau of Economic Research. Retrieved june 5, 2015 from http://www.nber.org/papers/w17803
Stronge, J. H. (2018). *Qualities of effective teachers*. Alexandria, VA: ASCD.

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**.

External factors that may impact the implementation and/or achievement or outcomes during FY 2019-20 or 2020-2021 include:

- Continued recognition by SC Department of Education of Center's model may lead to inclusion of the Center in planning for sustained action research-based projects that will be implemented in 2019-20 or 2020-21.
- Recognition by national and state education organizations and groups may lead to invitation of Center staff as keynote speakers at major events and as named experts for projects and programs.
- Francis Marion University and School of Education leadership changes and engagement with the Center may lead to new visions for the Center, as represented initially by the establishment of a 'Center of Excellence-School of Education Committee' and a seat on the 'School of Education Leadership Committee' for Center Director, Tammy Pawloski.
- Continued updating of Center website may lead to expanded Center reach.
- Increased national awareness of and focus on poverty and its impact on the brain and school success may lead to increased interest in the Center as a resource for strategies and support.
- The Abbeville vs. South Carolina lawsuit legislative and judicial actions may continue to lead to increased interest in the Center as a resource for high poverty schools in South Carolina.

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

A. Outcomes

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

Methods used to Determine Program Impact:

An annual external evaluation, summarized in this report, has been conducted since the Center of Excellence's inception, to identify areas for improvement and expansion based on its three goals: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as premiere resource for teaching children of poverty.

The evaluation philosophy and methods used are based on Michael Quinn Patton's utilization-focused evaluation. After all data collection events, the independent evaluator provides a synopsis of evaluation findings. Surveys, assessments, focus group protocols, and other evaluation instruments were developed and are revised by the independent evaluator with input from Center faculty and staff. These synopses are designed to inform Center staff of findings, recommendations, and suggestions as soon as possible.

Measures or Evidence Collected to Demonstrate Impact:

The Center of Excellence to Prepare Teachers of Children of Poverty (COE) at Francis Marion University uses theory, research, and practice to better prepare and support current and future teachers of children of poverty. Three objectives guide the utilization-focused evaluation process (Patton, 2008).

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach. This objective is measured using the following methods:
- TCOP Attitudes and Beliefs Survey (Fall 2018 and Spring 2019)
- TCOP Longitudinal Survey (Winter 2019)
- TCOP Mastery Assessment (Fall 2018 and Spring 2019)
- Francis Marion University Student Teacher Focus Group (Spring 2019)

Evaluation Objective 2: Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region, South Carolina, and across the nation. This objective is measured using the following methods:
- Evaluations of Professional Development Seminars
- Evaluations of Specialized Professional Development (Summer Institute, Other Events)
- Evaluations of National Network of Partnership Schools Initiatives

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:
- Teaching Children of Poverty Add-on Endorsement and Certification
- Inquiries, Awards, and Recognitions
- Research Consortium (Spring 2019)
- Center of Excellence Website and Web Presence Through Social Media

Evidence collected to demonstrate impact on all measures is included in the Independent Evaluator's report, Attachment A, page 47.

B. **Implementation**

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, 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?

Has the program shifted or deviated from the original program plan?
The program has largely remained on track with a focus on three key areas: undergraduate and graduate student preparation, in-service teacher preparation, and outreach that positions the Center as the premier resource for teachers in high poverty schools. An earlier fourth and separate focus on family and community engagement in high poverty schools was recently repositioned and included under the umbrella of support for in-service teachers.

Are services or activities going as planned?
In-service teacher supports are highly successful and continuously expanding. Graduate programs are sought by teachers from across the state and the nation, and they are growing as allowed under current university regulations. Evaluation measures note these as the strengths that have led to the Center's strong state and national reputation as a premier resource for teachers of children in and of poverty. Despite access to a menu of services and activities designed specifically for pre-service teachers, this population is far less involved and data from Mastery Assessments and other measures suggest a need for an increased and improved opportunities to learn about and apply Center strategies. To this end, a overwhelmingly successful professional organization, *Teaching Children of Poverty SCHOLARS,* has been established and meets monthly.

Is the program reaching the intended target population or the intended number of participants?
The Center has exceeded expectations for reach to in-service teachers, extending beyond the Pee Dee Region to the state, the Southeast, and the nation. Participation in activities and events grows annually, and, as an example, the Summer Institute registrations were at full capacity well in advance of the event. Still more work is needed to attract and engage pre-service teachers at Francis Marion and to expand the project concept to other institutions of higher education.

Is it leading to expected outcomes?
As noted in the independent evaluator's report, "Since 2004, the Center of Excellence to Prepare Teachers of Children of Poverty has been a leader in South Carolina and the southeast region in disseminating information, providing professional development, and increasing teacher effectiveness related to teaching children of poverty." Outcomes with in-service teachers exceed expected outcomes, and more and expanded services aligned with that goal are expected in the coming year. Still more work is needed to more effectively engage and subsequently prepare undergraduate and graduate students for the profession.

How do participants or recipients perceive the services, benefits, activities of the program?
Data from multiple measures indicate that services, benefits and activities are viewed as excellent by the majority of those who participate. Participation increases each year and requests for services regularly exceed the Center's current capacity to provide.

C. External Evaluation

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

_____X_____ Yes   _____ No

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

An independent evaluation is completed at the conclusion of each fiscal year by Dr. Leigh Kale D'Amico. The executive summary of the report completed in September 2019 is attached below, and the complete report is included as Attachment A, beginning on page 45 of this report.

EXECUTIVE SUMMARY

Since 2004, the Center of Excellence to Prepare Teachers of Children of Poverty has been a leader in South Carolina and the southeast region in disseminating information, providing professional development, and increasing teacher effectiveness related to teaching children of poverty. Originally funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education, the Center of Excellence has continued well beyond this initial investment.

Three goals guide the work of the Center: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, including supports for family and community engagement, and 3) serve as the premiere resource for teaching children of poverty. Each year, progress toward goals is assessed through a utilization-focused evaluation (Patton, 2008). The Center has made progress in each goal in its tenure, and a continuous quality improvement model is used to identify strengths and areas for attention.

Improve Pre-Service Education

In 2018–2019, more students than recent years appear to have been exposed to Teaching Children of Poverty Standards within undergraduate education courses based on the number of Teaching Children of Poverty Attitudes and Beliefs Surveys completed. Approximately 17 faculty members/instructors integrated Teaching Children of Poverty Standards and Key Practices within approximately 26 courses. In addition, student teachers in fall 2018 and spring 2019 demonstrated slight improvements in average scores on the Teaching Children of Poverty Mastery Assessment, and the perception of knowledge, skills, confidence, and preparation in teaching children of poverty improved among students who completed 8 or more courses with integrated standards based on the Teaching

Children of Poverty Longitudinal Survey. While these measures suggest positive movement, student perceptions of Course, Instructor, and overall Preparation in courses that integrate Teaching Children of Poverty Standards and Key Practices continued to decline as has been the trend since its high point in Fall 2012.

Recommendations include 1) engage faculty in efforts to effectively integrate Teaching Children of Poverty Standards and Key Practices in coursework through Faculty Forums like the one held in March 2019 and 2) ensure that integration efforts by faculty are cohesive and reinforced to promote mastery of material. In addition, professional development opportunities such as EdCamp were highlighted as seminal experiences by undergraduate students who benefit from collaborating with current teachers

Enhance In-Service Education

Professional development for districts and educational stakeholders and events such as the Summer Institute continue to impact many educators and receive high satisfaction ratings among participants. In 2018–2019, the Center of Excellence engaged with 24 partner districts as well as other districts and organizations focused on teaching children of poverty. The 24 partner districts have a total student enrollment of approximately 285,000 students and employ more than 19,500 teachers across the districts. In 2018, the average percent of students living in poverty within these partner districts was 75%. The Center of Excellence provided more than 170 professional development sessions as well as other large professional development opportunities such as the Summer Institute, a two-day event held in summer 2019. More than 85% of survey respondents rated these session as "Much Better" or "Somewhat Better" than other professional development. In addition, the Summer Institute keynote speakers and breakout sessions received among the highest ratings compared to previous Summer Institutes, which are always rated highly. Two of the three keynote speakers had 100% agreement on quality factors, with the third in the upper 90%, and the average quality rating of the 26 breakout sessions, according to more than 390 respondents, was in the 3.7 to 3.8 range out of the highest possible score of 4.0.

Recommendations include 1) continue partnerships with districts and others to reach a variety of stakeholders to improve educational conditions for children living in poverty and 2) consider identifying demonstration districts, schools, or teachers exemplifying Center of Excellence professional development in action.

Serve as Premier Resource

The Center of Excellence worked with multiple cohorts of teachers pursuing the Teaching Children of Poverty Endorsement or Add-on Certification in 2018–2019, hosted poverty simulations for about 400 community stakeholders, engaged in conversations with other Institutions of Higher Education related to these add-on options,

hosted its 10th annual Center of Excellence Research Consortium featuring Dr. Dylan Wiliam, a nationally recognized expert on formative assessment, and used social media to facilitate awareness and resources related to teaching children of poverty. Surveys highlight the quality of these efforts in promoting new ideas and best practices in teaching children of poverty.

Recommendations include 1) continue work that has resulted in innovative opportunities that reinforce evidence-based practices and ideas for teachers and other educational stakeholders in South Carolina and the southeastern region, 2) continue the effective use of social media to provoke thought and discussion among current and future educational practitioners and leaders.

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 Center respectfully offers the following recommendations:

- Approve Master of Education in *Teaching Children of Poverty* degree programs to incentivize teacher study in this area.
- Require a minimum of one *Teaching Children of Poverty* course for all areas of teacher certification in South Carolina (similar to new *Read to Succeed* requirements)
- Require *Teaching Children of Poverty* Add-On Certification for all SC Priority and Focus schools and districts.
- Provide tuition incentives for *Teaching Children of Poverty* Add-On Certification (similar to Project CREATE incentives).
- Substitute *Teaching Children of Poverty* Add-On Certification courses for Read to Succeed requirements.

---

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	350,000	350,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Partner Districts	63,484	9,400
Francis Marion University	25,000	25,000
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**134,444**	**147,693**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	173,865	200,000
Contractual Services	33,992	40,000
Supplies & Materials	25,092	40,000
Fixed Charges		
Travel	27,669	40,000
Equipment		
Employer Contributions	59,929	70,000
Allocations to Districts/Schools/Agencies/Entities	79,688	97,093
Other: Dues/Other Administrative Support		45,000
Balance Remaining	172,693	0
TOTAL:	**572,928**	**532,093**
# FTES:	**2.5**	**2.5**

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	**$350,000.00**
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	**$350,000.00**

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

-NO PROVISO REVISION IS REQUESTED-

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.

ATTACHMENT A

2018–2019 Research and Evaluation Report

Dr. Leigh Kale D'Amico
Independent Evaluator

Center of Excellence to Prepare Teachers of Children of Poverty

2018–2019 Research and Evaluation Report

Dr. Leigh Kale D'Amico, Evaluator

EXECUTIVE SUMMARY

Since 2004, the Center of Excellence to Prepare Teachers of Children of Poverty has been a leader in South Carolina and the southeast region in disseminating information, providing professional development, and increasing teacher effectiveness related to teaching children of poverty. Originally funded through a 5-year "Centers of Excellence" grant awarded by the South Carolina Commission on Higher Education, the Center of Excellence has continued well beyond this initial investment.

Three goals guide the work of the Center: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, including supports for family and community engagement, and 3) serve as the premiere resource for teaching children of poverty. Each year, progress toward goals is assessed through a utilization-focused evaluation (Patton, 2008). The Center has made progress in each goal in its tenure, and a continuous quality improvement model is used to identify strengths and areas for attention.

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Recommendations include 1) engage faculty in efforts to effectively integrate Teaching Children of Poverty Standards and Key Practices in coursework through Faculty Forums like the one held in March 2019 and 2) ensure that integration efforts by faculty are cohesive and reinforced to promote mastery of material. In addition, professional development opportunities such as EdCamp were highlighted as seminal experiences by undergraduate students who benefit from collaborating with current teachers

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Recommendations include 1) continue work that has resulted in innovative opportunities that reinforce evidence-based practices and ideas for teachers and other educational stakeholders in South Carolina and the southeastern region, 2) continue the effective use of social media to provoke thought and discussion among current and future educational practitioners and leaders.

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OVERVIEW

In South Carolina, 25% of children live in poverty compared to the national average of 19% (National Center for Children in Poverty, 2019). Approximately 31% of South Carolina children live in households that receive public assistance, and 17% of households experience food insecurities. Based on these indicators as well as other indicators in the areas of education, health, and family/community, South Carolina ranks 38 out of 50 (bottom quartile) in overall child well-being, which demonstrates improvement over previous years, but also indicates the need for significant improvement in economic, education, and health factors (Annie E. Casey, 2018).

The educational attainment of parents/caregivers strongly impacts poverty rates and future outcomes of South Carolina children with 65% of children whose parents do not have a high school degree living in poverty and 40% of children whose parents have a high school degree but no college education living in poverty. This is compared to 15% of children whose parents have some college education living in poverty (National Center for Children in Poverty, 2019). Chetty, Hendren, Kline, and Saez (2014) found that economic status in childhood is highly related to economic status in adulthood, particularly in the southern region of the United States. However, there are factors that increase economic mobility and encourage upward mobility, such as effective K-12 schools and educational attainment beyond high school.

The Center of Excellence to Prepare Teachers of Children of Poverty at Francis Marion University has used theory, research, and practice to better prepare and support current and future teachers of children of poverty. Three objectives guide the utilization-focused evaluation process (Patton, 2008). These objectives relate to the diverse groups served by the Center: pre-service teachers, in-service teachers, and general educational stakeholders.

Evaluation Objective 1: Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach. This objective is measured using the following methods:

- TCOP Attitudes and Beliefs Survey (Fall 2018 and Spring 2019)
- TCOP Attitudes and Beliefs Survey Faculty Reports and Feedback Forum (Spring 2019)
- TCOP Longitudinal Survey (Spring 2019)
- TCOP Mastery Assessment (Fall 2018 and Spring 2019)
- Francis Marion University Student Teacher Focus Group (Spring 2019)

Evaluation Objective 2: Understand the impact and improve the provision of professional development related to teaching children of poverty in partner districts in the Pee Dee region, South Carolina, and across the nation. This objective is measured using the following methods:

- Evaluations of Professional Development Seminars

- Evaluations of Specialized Professional Development (Summer Institute)

- Evaluations of National Network of Partnership Schools Initiatives

Evaluating Objective 3: Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty. This objective is measured using the following methods:

- Teaching Children of Poverty Add-on Endorsement and Certification

- Inquiries, Awards, and Recognitions

- Research Consortium (Spring 2019)

- Center of Excellence Website and Web Presence Through Social Media

OBJECTIVE 1

Understand and improve the impact of Teaching Children of Poverty (TCOP) Standards and the teacher education program at Francis Marion University on the preparation of pre-service teachers and the diverse students they will teach

Because Francis Marion University is focused on the preparation of pre-service teachers, there are multiple measures used to understand the impact of coursework and pre-service activities on teacher preparation. Most of these activities evaluate students' perceptions of their preparation and their application of material related to teaching children of poverty.

TCOP Attitudes & Beliefs Survey

Each semester, students enrolled in courses with embedded Teaching Children of Poverty (TCOP) standards complete a 14-item *TCOP Attitudes and Beliefs Survey*. The survey is designed to gauge their perceptions of the alignment of course content and instruction to teaching children of poverty standards, as well as their preparation to teach children of poverty based on completion of the specific course. Survey items are grouped to calculate three scores: Course Score (7 items), Instructor Score (4 items), and Preparation Score (1 item). Students rate each item from 1 (Strongly Disagree) to 4 (Strongly Agree). Table 1 provides general information about the survey results since Fall 2009.

Table 1 TCOP Attitudes and Beliefs Survey Scores by Semester

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.40	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45
Fall 2013	400	3.17	3.23	3.16
Semester	**n**	**Course Mean**	**Instructor Mean**	**Preparation Mean**
Spring 2014	373	3.18	3.25	3.25
Fall 2014	320	3.18	3.22	3.21
Spring 2015	333	3.38	3.45	3.41
Fall 2015	304	3.15	3.14	3.11
Spring 2016	366	3.25	3.33	3.28
Fall 2016	255	3.20	3.31	3.22
Spring 2017	262	3.15	3.29	3.15

Partnerships/Programs/Agencies

|				
Fall 2017	287	3.12	3.21	3.18
Spring 2018	293	3.16	3.23	3.17
Fall 2018	456	3.09	3.19	3.14
Spring 2019	384	3.02	3.11	3.05

An additional component was added to the *TCOP Attitudes and Beliefs Survey* to assess integration of TCOP standards within the course. In Fall 2017, the mean integration score was 3.31 and in Spring 2018, it was 3.32. In Fall 2018, the mean integration score was 3.32. Integration has been stable for previous two academic years, and demonstrates moderately high levels of integration; however, there is area for improvement as full (or high) integration is represented by a score of 4.0 on the scale.

The number of students completing the *TCOP Attitudes and Beliefs Survey* was at its highest level since inception in Fall 2018 with 456 students completing the survey, which was similar to the numbers of students completing the survey in 2009 and 2010.   Prior to Fall 2018, there had been a steady decline in the number of students completing the survey reaching a low point in Fall 2016 with 255 students.   While the survey was completed by higher numbers of students in Fall 2018 and Spring 2019 than in the previous two academic years, the results indicated lower levels of perceived course, instructor, and preparation to teach children of poverty. On average, students agree (3.0) that the course and instructor prepare them to teach children of poverty. Survey respondents were approaching the strongly agree (4.0) category in Fall 2012 and Spring 2013; however, average scores dipped in Fall 2013 and have remained solidly in the agree range since that time.

Course, instructor, and preparation means are also explored by area of certification. In an analysis that included only Fall 2018 and Spring 2019 results, middle-level certification students indicated the highest levels of satisfaction with the courses, instructors, and overall preparation to teach children of poverty, which is consistent with the 2017-2018 results as well. Students pursuing early childhood and secondary certification generally indicated the lowest level of satisfaction; however, they still were just above the agreement/satisfaction level on average. These results deviate from the 2017-2018 results in which elementary certification students indicated the lowest levels of satisfaction.

Partnerships/Programs/Agencies
Chart 1 Perceived Preparation, Course, and Instructor Averages by Certification Area (2018-2019)
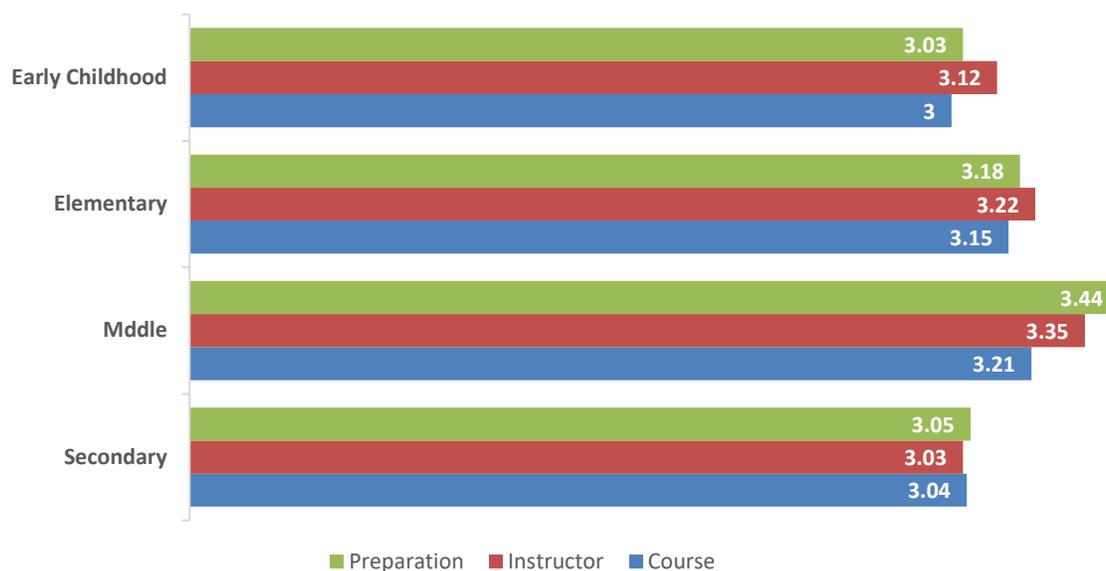
In 2018–2019, 45 students participated in Teaching Children of Poverty Scholars, a new initiative for Francis Marion University students to meet monthly to increase understanding and methods to effectively teach children of poverty. Across the academic year, scholars completed a total of 132 modules related to TCOP Standards and Key Practices. Eight scholars earned TCOP medallions indicating their completion of 13 modules each. According to one scholar, "Teaching Children of Poverty Scholars changed my outlook on education tremendously…. Education is vital, and thanks to TCOPS, I can now provide my students with the best learning experiences and help them want to learn," May 2019 Francis Marion University graduate.

Faculty Attitudes and Beliefs Reports and Feedback Forum

Each year, faculty receive a report that details the course, instructor, and preparation scores and standard deviation (variability) for the class(es) in which TCOP standards were integrated. In spring 2019, 17 faculty members received an individualized report with their scores in each of the three areas as well as the mean scores and standard deviations in these three areas. The purposes of the faculty reports are awareness and continuous quality improvement to allow faculty members to consult with the Center of Excellence if they are interested in improving their scores or would like additional strategies to integrate TCOP Standards within their courses.

To gauge perspectives, a faculty forum was held on March 20, 2019 to discuss data collection and analysis strategies related to TCOP Standards. Six faculty members attended the forum and provided feedback on the process used to understand the impact of TCOP Standards on student growth and development.

Faculty members who attended the meeting had insights and recommendations for improving TCOP integration.

- Provide regular refresher sessions for new faculty or faculty who want to enhance their integration of TCOP Standards including samples of projects or activities within courses

- Clarify expectations with School of Education leadership (how are faculty recognized or rewarded based on the integration of TCOP Standards?)

- Offer options for guest lectures/activities from Center of Excellence faculty and staff within coursework that integrates TCOP standards

- Update and publicize course matrix including TCOP standards and 25 key practices

- Survey faculty members who integrate TCOP Standards (and possibly those who do not) related to strategies used, support desired

- Promote collegiality in School of Education through integration of TCOP Standards

TCOP Longitudinal Survey

The *Teaching Children of Poverty (TCOP) Longitudinal Survey*, a 14-item Likert-scale survey, is administered once per academic year to Francis Marion University students in six courses of varying levels. More than 2,850 surveys have been completed since Fall 2006 (about 150 during the 2018–2019 academic year). Administering the survey in six courses allows evaluators to gauge change over time. On average, students' perceived knowledge, skills, confidence, and preparedness related to teaching children of poverty significantly improve as they advance in their program of study. Table 2 highlights results by number of courses that students have completed with embedded TCOP standards. Chart 2 highlights the change in perceived knowledge from having no courses with TCOP standards to eight or more courses with TCOP standards.

Table 2 TCOP Longitudinal Survey Data by Number of Courses Completed

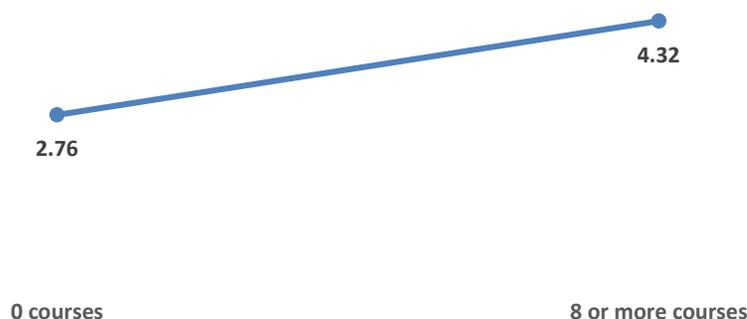| # of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	506	2.5	2.6	3.2	2.5
1	310	2.9	3.0	3.3	2.9
2	652	3.1	3.2	3.5	3.0
3	492	3.3	3.3	3.6	3.2
4	391	3.8	3.8	3.8	3.7
5	63	3.9	3.9	3.9	3.7
6	40	4.0	4.1	4.0	3.9
7	37	4.1	4.1	4.0	4.1
8+	379	4.3	4.3	4.2	4.1

The perceptions of students who completed the TCOP Longitudinal Survey between 0 and 5 times remained stable in each of the four areas; however, the perceptions of students who completed 6 or more courses fluctuated slightly in some categories from the previous administration. The perceptions of students who indicated that they had completed

6 or 7 courses with integrated TCOP standards were slightly lower (-0.01 point) in the areas of preparation to teach children of poverty; whereas, students who indicated that they had completed 8 or more courses had slightly higher perceived knowledge and preparation (+0.01 point). The slight shift in perceptions among students who reported that they had completed 6 or 7 courses may be attributed to small sample sizes within those categories.

A composite score, amalgamation of knowledge, skills, confidence, preparation, ability to differentiate instruction, and ability to address instruction barriers, is calculated.   The difference between those who had not taken any courses with TCOP standards and those who had taken eight or more was 1.56 points on a 5-point scale. Each additional TCOP course typically results in a gain of between 0.2 and 0.3 points on the composite score. The trend in the composite scores suggest that students with 0 courses have slightly higher perceptions within the key areas than previous cohorts, and those with 8 or more courses also have slightly higher perceptions within the key areas than previous cohorts; while both cohorts have increased their perceptions in the key areas, the overall gap between the two groups has remained the same.

Chart 2 Perceptions of Overall Preparation (Six Items) based on Courses with TCOP Standards

4.32

2.76

0 courses   8 or more courses

Approximately, 1,840 students have taken the longitudinal survey at least one time. Evaluators compare the results from those who have completed the survey once to those who have completed it multiple times. The knowledge, skills, confidence, and preparedness of students increase among those who have taken the survey more than once. Across all groups, preparedness is typically rated the lowest among the four aspects. Table 3 provides the average results for each area.

Table 3 TCOP Longitudinal Survey Data by Number of Times of Survey Completion

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
1	1840	3.1	3.1	3.5	3.0
2	811	3.5	3.5	3.6	3.3
3	281	4.1	4.0	4.0	3.9
4	83	4.3	4.3	4.2	4.2
5	9	3.8	4.0	3.7	3.6

TCOP Mastery Assessment

The *TCOP Mastery Assessment* is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists.

Overall, scores have remained relatively stable over time, with a slight improvement in Spring 2010 through Spring 2011, and another upward trend in Fall 2018 and Spring 2019. The goal of the mastery assessment is to inform implementation of TCOP standards by examining score trends in more detail. The analysis of the TCOP Mastery Assessment includes exploring longitudinal trends in overall scores, scores by standards, and scores by certification area.

Table 4 TCOP Mastery Assessment Scores Fall 2009-Spring 2019

Semester	N	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37
Fall 2013	20	29.10	30	20	37
Spring 2014	28	28.64	29	10	35
Fall 2014	15	28.73	29	23	34
Spring 2015	42	27.88	28	18	37
Fall 2015	26	28.08	28	21	34
Spring 2016	21	27.86	28	20	37
Fall 2016	24	26.58	26	14	35
Spring 2017	25	28.52	29	18	37
Fall 2017	25	28.60	29	19	36
Spring 2018	21	27.38	27	13	36
Semester	N	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2018	9	29.78	30	23	36
Spring 2019	25	29.76	30	22	38

Mastery Assessment results demonstrate somewhat similar average scores each semester with slight dips in Spring 2016 and Spring 2018; however, the most recent administrations in Fall 2018 and Spring 2019 show slight improvements with higher average scores than previous semesters. The trends demonstrate that on average students have achieved a moderate level of mastery of the TCOP standards.

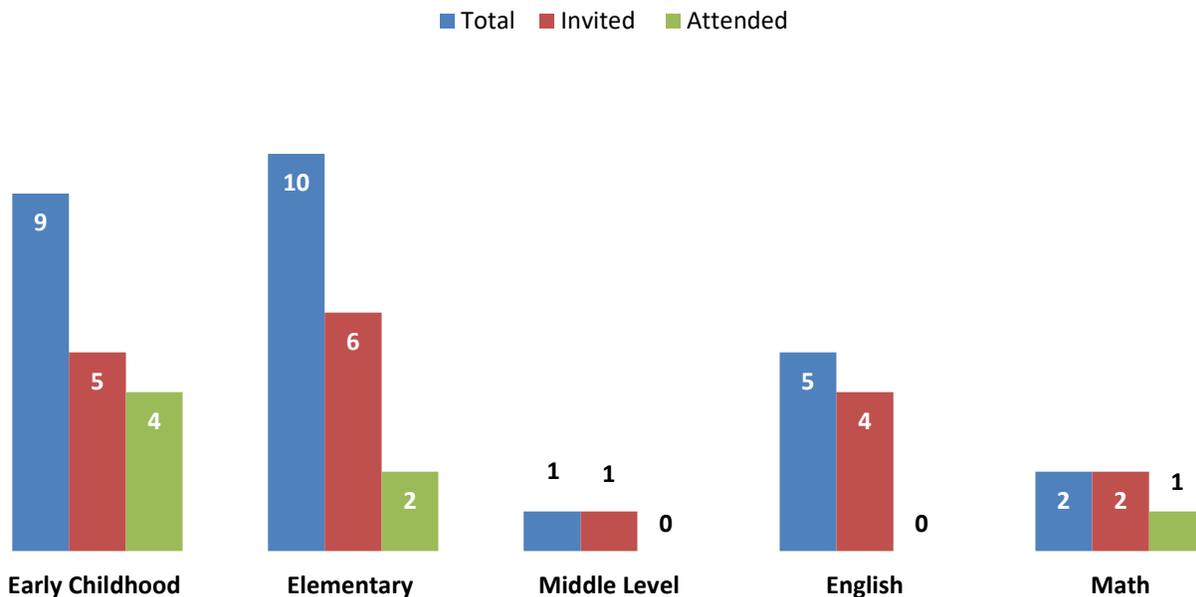**Chart 3 Mastery Assessment Results by Semester**

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
29	28	28	28	27	29	29	27	30	30
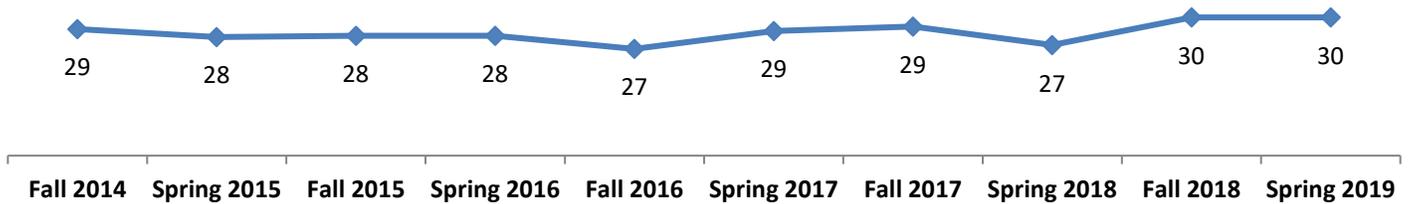
Francis Marion University Student Teacher Focus Group

The Center of Excellence to Prepare Teachers of Children of Poverty has commissioned a student teacher focus group, facilitated by an independent evaluator, each year since 2009. One of the primary purposes is to understand the impact of Teaching Children of Poverty (TCOP) standards on perceived teacher preparation. TCOP standards are a core component of the Center of Excellence's goal to better prepare teachers to work with diverse students. In addition to information about the TCOP standards and the work of the Center of Excellence, the student teachers provide general information about teacher preparation at Francis Marion University. The initial focus group questions seek general information about strengths and areas for improvement related to the teacher education program. These questions are asked to determine if TCOP standards are specifically cited through these general questions as well as to introduce broad topics prior to narrowing the focus.

In spring 2019, there were 27 student teachers at Francis Marion University. Of these 27 student teachers, 18 (67%) were randomly selected and invited to participate in a focus group through an email sent by the Center of Excellence. Among those invited, 7 (38%) participated in the focus group.

Partnerships/Programs/Agencies
Chart 4 Francis Marion University Student Teacher Focus Group Participants

■ Total ■ Invited ■ Attended

	Early Childhood	Elementary	Middle Level	English	Math
Total	9	10	1	5	2
Invited	5	6	1	4	2
Attended	4	2	0	0	1

Focus Group Analysis

Overall, student teachers indicated that they were **prepared to enter the teaching profession based on the program at Francis Marion University** citing the following aspects as being among the most effective in their professional developmental and training: 1) coursework including specific focus on literacy, lesson planning, teaching children with diverse needs, and methods/strategies for engaging students, 2) Center of Excellence panels, Blackboard site, monthly meetings/events, and videos, and 3) supportive faculty and staff within the School of Education.

> *"We are all pretty much around children living in poverty….They [Center of Excellence] have panels and some of those have been helpful. The school that I am at, I have kids who don't have the things that they need, and it has been really helpful to understand that level and see that there are things beyond school that I don't know about."*

According to the student teachers, they felt **prepared to teach children of poverty** citing methods, articles, and scenario practice as most important in their preparation. They also noted the benefits of developing Student Learning Objectives and considering how teachers can meet all student needs. Some student teachers indicated that teaching children of poverty was addressed ("touched on") in every course; whereas, others, indicated that they received more information and resources outside of courses. Most of the student teachers noted that the experience being in the classroom helped them better understand how strategies and ideas work to reach children of poverty.

> *"Mine [understanding about teaching children of poverty] was more from outside experience because I personally went through it so I had a better understanding of it. Not every class, at least not through my experience, has included a major discussion of teaching children of poverty….When it came to the*

14

> *classes [at Francis Marion] not necessarily, I didn't gain that much of an understanding of teaching children of poverty"*

Student teachers recommended more experience within classrooms to observe and gain experience with strategies for all students and learning more about what schools and current teachers are doing related to effectively teaching children of poverty. Also, student teachers wanted more understanding of environmental conditions within schools and communities that influence teaching children of poverty. Student teachers noted the impacts of community and home life that impact school life.

When asked about strategies or ideas to engage and effectively reach children of poverty, student teachers highlighted strategies that they observed by their cooperating teacher (CT) including shopping for clothes at school based on donations and schools and teachers distributing meals for students for the weekend. Another student teacher highlighted coursework related to making materials for students to use, rather than requiring teachers or students, to buy materials.

Student teachers provided recommendations related to future professional development. They recommended professional development related to breaking down standards, implementing effective classroom management, understanding and using data from formative assessments such as MAP (Measures of Academic Progress), knowing about "paperwork" requirements such as fieldtrips, and documenting parent communication. Student teachers also indicated that the "Ed Camp" held at Francis Marion University was "awesome," and some of the student teachers considered it a highlight of their college experience.

> *"There is so much that we didn't know about that you have to do [outside of teaching]. It's very overwhelming. How do you handle parents?"*

OBJECTIVE 2

Understand the impact and improve the provision of professional development related to Teaching Children of Poverty in partner districts in the Pee Dee region and South Carolina

Teacher Professional Development

In addition to the focus on pre-service education and enrichment, the Center of Excellence to Prepare Teachers of Children of Poverty provides professional development geared toward in-service teachers, administrators, and other education professionals. In 2018–19, approximately 178 professional development sessions, outreach activities, and scholarly presentations were held. Among participants who completed surveys between July 1, 2018 and June 30, 2019, the overwhelming majority of respondents "Agreed" or "Strongly Agreed" that the conference sessions or workshop were professional (97%), high quality (96%), respectful of audience (97%), credible (97%), and interesting (96%).

Chart 5 Responses from Center Conference Sessions and Workshops (Off-Campus)

■ Strongly Agree ■ Agree

professional style	high-quality presentation	respectful	credible	kept my interest
13%	14%	11%	12%	17%
84%	82%	86%	85%	79%
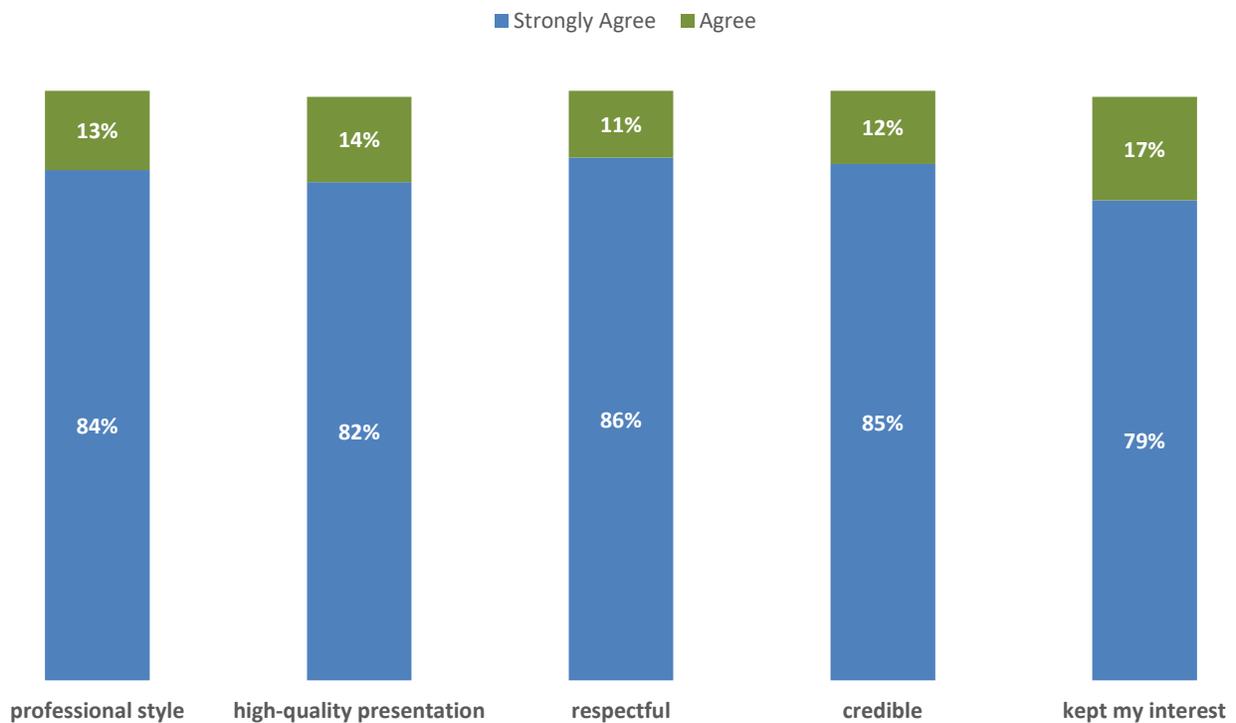
The Center also explores the quality of its professional development in comparison to other professional development. Most participants (85%) indicated that the professional development was "Much Better" or "Somewhat Better" than other professional development that they have attended.

Chart 6 Rating of Center Professional Development in Comparison with Other Professional Development

Rating	Percentage
much better	60%
somewhat better	25%
about the same	14%
somewhat worse	1%
much worse	0%
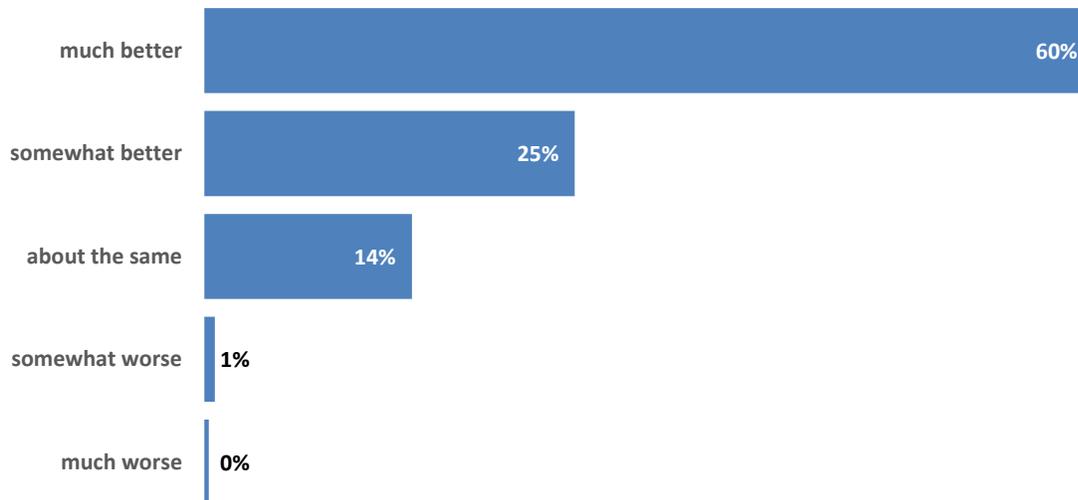
Each year, there are many comments provided on the online evaluation tool that participants are asked to complete about the Center of Excellence professional development workshops and events. A few of the comments are highlighted to capture the essence of the participants' reactions.

"This was hands down the most enjoyable PD I've ever been to. On top of that it was also the most practical. I'll be able to use the information I learned to become a better teacher for my students."

"I tried the name plate/writing back and forth with the students the first week of school...life changing! Best relationship building tool I have ever used."

I've spoken with several colleagues who have mentioned how they're seeing students in a different light, already. We've only been together as an entire faculty once, this is amazing. I took the Teaching Children of Poverty ongoing PD last year and LOVED it! Not only did I learn countless new ideas, but some of my own ideals and strategies were validated. I really needed that."

The presentation was the best professional development that I have attended in many, many years. It was wonderful. Our whole district needs to hear this.

Summer Institute

The Center Summer Institute is a 2-day professional development series held at Francis Marion University. The 2019 Summer Institute was held June 19–20, 2019 and featured three keynote sessions and 27 breakout sessions. More than 95% of survey respondents Agreed or Strongly Agreed that the keynote presentations were "Useful for Professional

Decision," "Useful in Daily Practice," and "Will Be Shared with Colleagues." Chart 10 highlights responses from the exit survey.

Chart 7 Percent of Respondents Who Agreed or Strongly Agreed
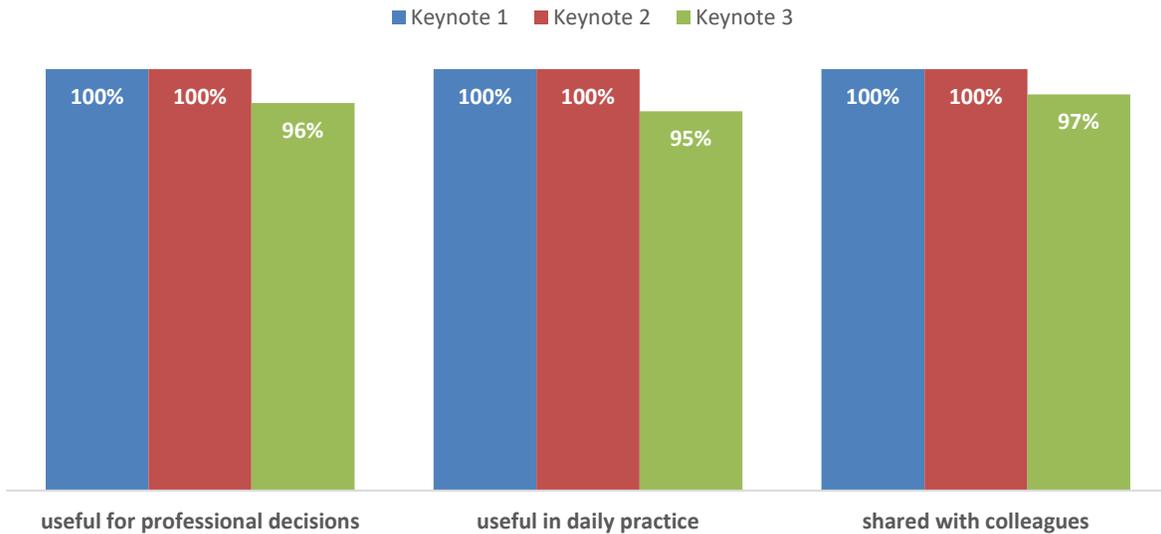
Approximately 390 session surveys were completed. On a 4-point scale with 1 being Strongly Disagree and 4 being Strongly Agree, the average scores were almost 4 in all areas. These session evaluations were among the highest ratings ever received based on the 26 breakout sessions offered during the two-day event.

Chart 8 Average Survey Responses to Summer Institute Breakout Session (1-4 scale)
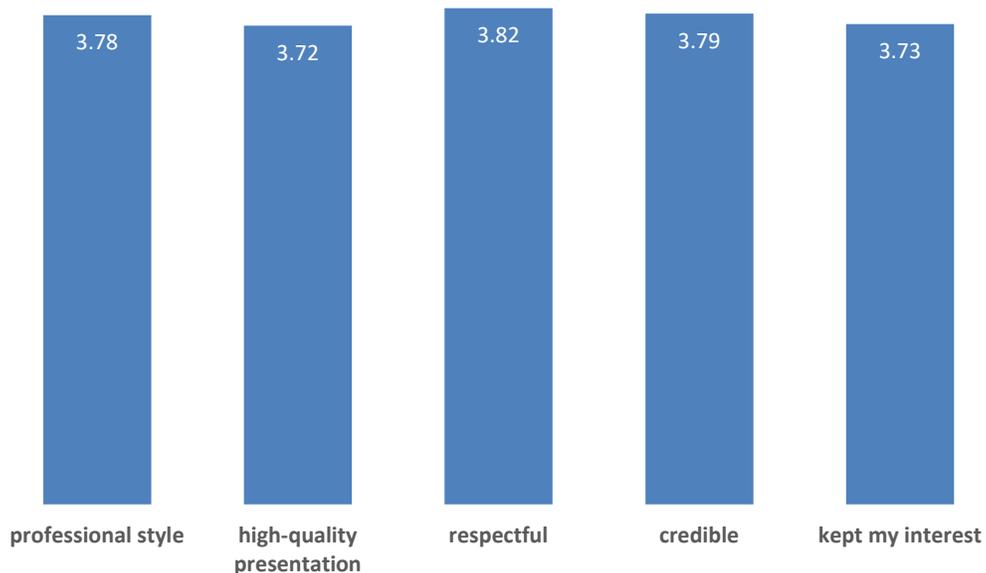
In addition to rating attributes of the presenter and presentation, the survey seeks information about the usefulness of information presented and how it will be used. Ratings for these areas were also among the highest received for Summer Institute sessions, representing the usefulness of the sessions for participants.

Chart 9 Average Survey Responses to Summer Institute Breakout Session (1-4 scale)

useful for professional decisions	useful in daily practice	shared with colleagues
3.65	3.61	3.64
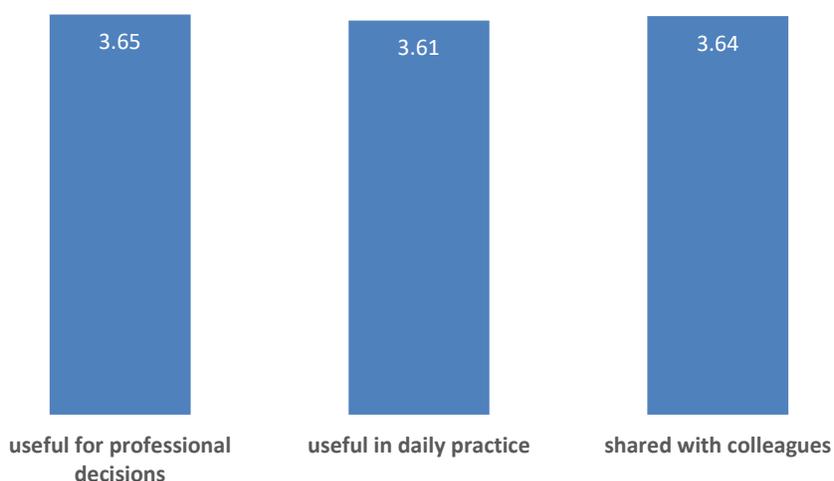
Specialized Professional Development

The Center of Excellence hosts additional professional development events at Francis Marion University targeted at current students as well as teachers in the region. In 2018–2019, the Center of Excellence hosted EdCamp, a Saturday event, designed to provide specialized information as well as networking time. Approximately 115 students and teachers attended the Saturday event.

> *"This was my first experience with the EdCamp style conference and it was very exciting…what a great day spent with others passionate about education like myself."*
>
> *"I had the best time ever and still cannot believe it was entirely free!"*
>
> *"This was a great experience. I gained a lot of insight and information through the various workshops I attended. I made new connections and was able to reach out and interact with teachers from other parts of the state that are dealing with similar experiences with their students as I am."*

Other on-campus trainings included a mindfulness training held during evening hours designed for pre-service teachers, in-service teachers, and faculty members. Approximately 18 people attended this training. In addition, a screening of a documentary, *Resilience*, focuses on adverse childhood experiences was held. More than 25 students and faculty from across academic departments attended the screening.

School-Based Professional Development and Support

In 2018–19, 24 school districts were Center of Excellence partner districts and had access to a range of resources, training, and opportunities (National Network of Partnership Schools, essay contests). Among these school districts, student enrollments totaled approximately 281,000 with more than 19,000 teachers across the districts. The average percent of students living in poverty within these partner districts was 75% with a range of 44.6% of students enrolled living in poverty to 91.9% of students enrolled living in poverty.

Table 5 2018 Center Partner District Information

Partner District	Enrollment	Number of Teachers	Percent Students in Poverty
Anderson 3	2,612	178	72.7
Beaufort	22,142	1,650	56.7
Berkeley	34,781	2,162	57.7
Clarendon 1	764	52	90.5
Clarendon 2	2,887	185	86.1
Colleton	5,742	358	82.1
Darlington	10,018	657	77.0
Dillon 3	1,681	92	71.4
Dillon 4	4,151	239	85.8
Florence 1	16,438	1,138	66.4
Florence 3	3,482	238	87.9
Florence 4	678	51	91.9
Georgetown	9,441	663	68.4
Horry	44,669	2,946	65.4
Lee	1,963	131	91.4
Lexington 1	26,251	1,852	44.6
Lexington 2	8,896	653	73.8
Marion	4,577	335	90.7
Marlboro	3,963	271	84.0
Richland 1	23,975	1,916	75.5
Richland 2	28,053	1921	52.7
Spartanburg 7	7,378	647	70.7
Sumter	16,727	952	72.7

Partnerships/Programs/Agencies

Williamsburg	3,906	268	90.4
Total	**285,175**	**19,555**	**75%**

Intensive District-based Professional Development

Multiple districts participate in more focused, intensive professional development provided by the Center of Excellence. Two districts completed a survey based on their intensive professional development related to teaching children of poverty. Among the participants within these two districts, 287 completed post-surveys.

Chart 10 District Participants Rates of Agree and Strongly Agree on Attributed of PD
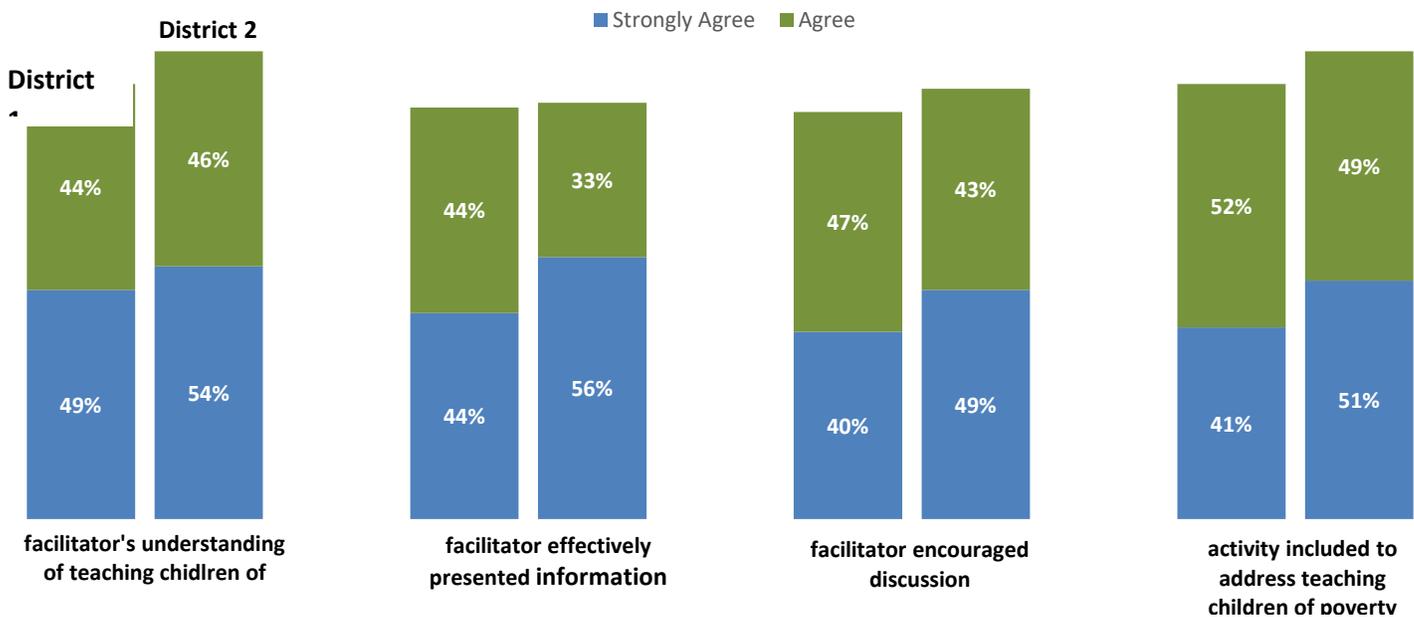
National Network of Partnership Schools

The National Network of Partnership Schools (NNPS) at Johns Hopkins University works with schools and other organizations to promote family and community engagement. "Established at Johns Hopkins University in 1996, NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school," (NNPS, 2018).

In 2018–2019, five partner districts participated in NNPS with support from the Center of Excellence: Berkeley, Clarendon 2, Florence 1, Lee, and Richland 1. Though not a partner district, Charleston County School District also participated in NNPS. Approximately 184 participants attended a training and/or end-of-year celebration.

Based on the NNPS work, the Center of Excellence hosted the South Carolina Department of Education Family and Community Engagement regional meeting and collaborated with the Department of Education on the South Carolina Family Engagement K-12 Framework, which debuted in March 2019. The Center of Excellence presented a session about NNPS at the South Carolina Department of Education Family Engagement Summit, and one of the partner districts presented a session about NNPS at the Center of Excellence Summer Institute. To further expand this work, a partnership with the Carolina Family Engagement Center, a statewide initiative funded by the US Department of Education, was developed to highlight NNPS work.

For the 12th year, the Center of Excellence to Prepare Teachers of Children of Poverty was awarded a Partnership Organization Award through NNPS. In the upcoming year, 2019–2020, the Center of Excellence will be a partner with the Carolina Family Engagement Center regional liaisons to provide NNPS support and develop sustainable leadership within schools and districts in South Carolina. Among NNPS trainings and other trainings focused on family support strategies, 94% agreed or strongly agreed that information would be used in their professional decisions, 95% agreed or strongly agreed that information would be used in professional activities, and 96% agreed or strongly agreed that information would be shared with their colleagues.

Chart 11 National Network of Partnership Quality of Implementation
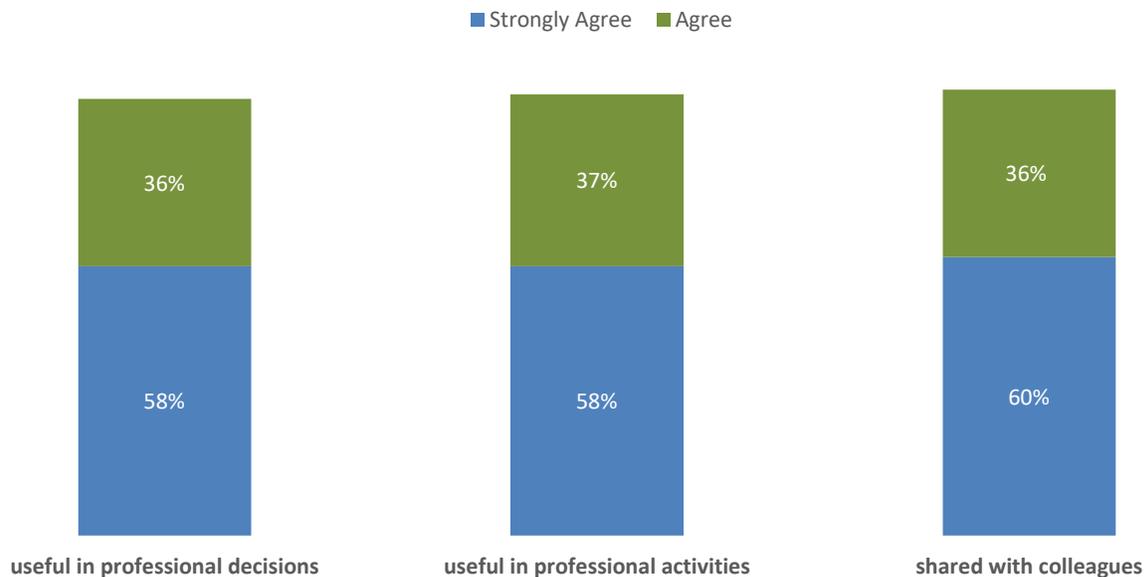
OBJECTIVE 3

> Serve as a state and national resource on Teaching Children of Poverty by facilitating the exchange of information and encouraging mechanisms to enhance outcomes for children of poverty

Teaching Children of Poverty Endorsement and Add-on Certification

In Spring 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. The Center provides information sessions about the add-on certification and the availability of graduate-level coursework related to teaching children of poverty. In 2017–18, eight people earned the endorsement and eight people earned the add-on certification through a cohort initiative in Lexington School District 1. A second Lexington School District 1 cohort, comprised of 17 teachers, completed one course in 2017–2018, and two courses in 2018–2019. This cohort will complete the final course toward the certification in fall 2019. A cohort in Greenwood 50 comprised of 22 teachers completed two courses in 2018–2019 and are eligible for the add-on endorsement.

Poverty Simulations

Each year, the Center of Excellence offers poverty simulations to provide insight into the experiences of people who are living in poverty. In 2018–2019, four poverty simulations were held including three within partner districts and one at Francis Marion University prior to the Summer Institute in June 2019. Approximately 400 people attended the poverty simulations. Comments from the poverty simulations indicated the power of this activity.

> *"Opened many eyes to the struggle faced by many of our families."*
> *"This presentation really made me understand what people in poverty go through."*
>
> *"Great activity to bring awareness to poverty."*

Research Consortium

The Center of Excellence hosts prominent researchers through the Research Consortium to promote dialogue around teaching children of poverty and increase awareness of research related to children of poverty. In 2019, the Center hosted its 10th annual Research Consortium on March 21 in Columbia. Dr. Dylan Wiliam, professor emeritus at University College of London and formative assessment expert was the keynote speaker. Dr. Wiliam provided two sessions. The morning session focused on an overview of formative assessment and how these practices impact student outcomes. The afternoon session provided more details about implementing formative assessment within classrooms and schools.
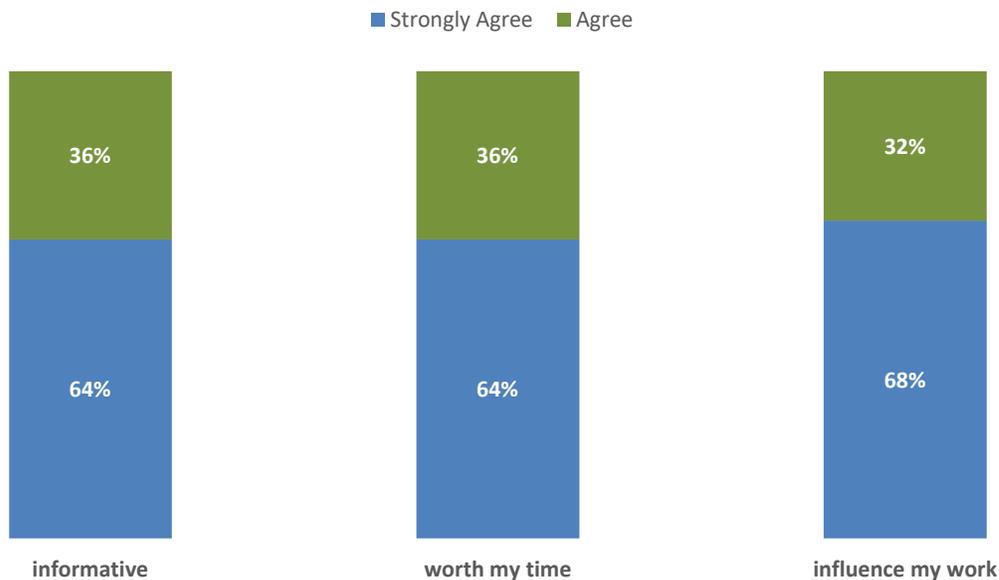
Chart 12 Percent of Survey Respondents Who Rated the COERC as Excellent and Good
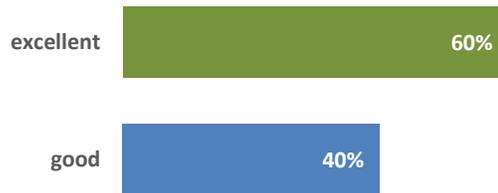
COERC participants were also asked a series of questions about the nature of the sessions to gauge their perceptions about the qaulity of the event.

Chart 13 Percent of Survey Respondents Who Agreed and Strongly Agreed to Attributes of COERC

In addition to the closed-response items on the online survey, respondents are asked to share comments related to the Center of Excellence Research Consortium.

> *"Great speaker. Informed discussion of pertinent topics that I teach every day."*
>
> *"Great professional learning opportunity."*
>
> *"While I was not totally on board with everything the speakers said, I do know he was looking through a researcher's lens. What is most important, however, is he made me THINK about how we are approaching school improvement."*

Premier Resource for Teaching Children of Poverty

Based on data from the National Center for Education Statistics, educators continue to view "lack of parental involvement, absenteeism, student health and preparedness to learn" among top issues facing their schools. While

these factors did not change significantly between 2000 and 2012, "the percentage of teachers who view poverty as a serious issue facing schools increased 30 percent from 2000 to 2012." The increase is mostly based on large increases in the perception of poverty as a serious issue since 2008 on nationally representative surveys of educators (National Education Association, 2016).

The Center of Excellence delivers more than 170 trainings each year, and it is continuously sought out for training, professional development, and support related to teaching children of poverty. Its outreach initiatives and professional development including district-based support, individualized professional development, support through the National Network of Partnership Schools, Summer Institute, Research Consortium, work with Institutions of Higher Education, and resource provisions make it a premier resource for teaching children of poverty.

Collaboration with Institutions of Higher Education

In Spring 2018, a meeting was held with South Carolina Institutions of Higher Education. Work with IHEs stems from a survey that was sent to institutions of higher education to determine their current offerings related to teaching children of poverty and their interest in partnering with the Center to develop coursework and promote the endorsement or certification in Teaching Children of Poverty. Sixteen institutions responded to the survey, and of those that responded, 62.5% currently did not offer undergraduate courses in TCOP and 68.8% did not currently offer graduate coursework; while, 37.5% offer undergraduate coursework and 31.3% offer graduate coursework. Among those that offer coursework, Home, Community, and Classroom Partnerships in High Poverty Areas, Living in Poverty, and Language, Literacy, and Poverty were the most common areas covered in coursework. Most of the respondents were not currently offering undergraduate or graduate coursework and were not currently promoting the South Carolina Add-on Certification in Teaching Children of Poverty (63%). However, 80% of respondents indicated that they are interested or maybe interested in collaborating with the Francis Marion University Center to explore ways to better serve teachers in high poverty schools.

Based on the survey and seeking to encourage pre-service and in-service teacher training related to Teaching Children of Poverty, annual meetings are held with Institutions of Higher Education to gauge interest, provide information, and encourage offering of courses or professional development for populations in their regions or service areas. Approximately eight representatives from five IHEs and the South Carolina Department of Education convened on April 12, 2018. At this meeting, discussions centered on 1) TCOP Standards, 2) Integration and Evaluation of TCOP Standards, and 3) Discussions about Courses/Programs Integrating TCOP concepts.

Partnerships/Programs/Agencies

The Center of Excellence continued to have informal conversations with other IHEs who are considering or currently implementing coursework related to the TCOP Endorsement and Add-on Certification. In addition, the Center of Excellence has been working with cohorts of students within districts to deliver coursework and professional development related to the endorsement and add-on certification, which has provided avenues to learn about district needs and cohort-based process of delivery.

Online Presence

The Center of Excellence uses a variety of online mechanisms to communicate with stakeholders, share resources and information, and facilitate registrations for events. The Center of Excellence maintains a website, Facebook page, Pinterest site, and Twitter account. The Center's webpage has had more than 16,814 visits to its home page between August 2018 and June 2019. In addition, there were approximately 1,330 visits to its Best Practices site, 1,112 visits to Contact Us, and 555 visits to its TCOP Add-on Certification page. The Facebook page has 3,512 followers. The Center also has more than 670 Twitter followers and regularly "tweets" information to inform these followers.

Chart 14 Visitors and Visits to Center of Excellence Website

12,147	21,034
unique visitors	total visits
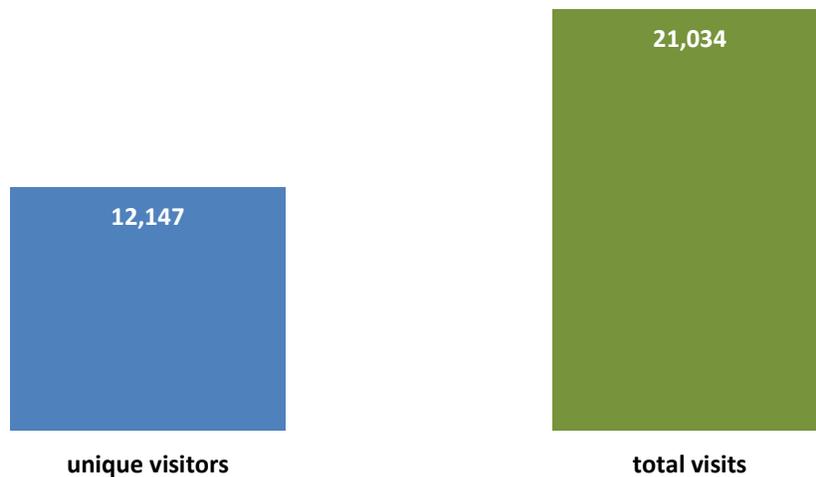
CONCLUSION

In 2018–2019, the Center of Excellence to Prepare Children of Poverty continued to make progress toward its three goals. Goal 1 is focused on preparation of undergraduate students to effectively teach children of poverty. Four overarching strategies are used to inform progress toward this goal: Teaching Children of Poverty (TCOP) Attitudes and Beliefs Survey, TCOP Longitudinal Survey, TCOP Mastery Assessment, and TCOP Student Teacher Focus Group.   More students completed the TCOP Attitudes and Beliefs Survey—a survey disseminated in courses that integrate Teaching Children of Poverty Standards—than in the previous years. While more students completed the survey, rates of perceived satisfaction with Course, Instruction, and Overall Preparation, as reported by students, continued to decline slightly. The TCOP Longitudinal Survey continued to show progress based on number of courses completed with TCOP standards and number of times that the survey has been completed (a proxy for progression toward degree). The TCOP Mastery Assessment showed slight improvements in Fall 2018 and Spring 2019, suggesting enhanced integration of TCOP Standards within courses. Finally, the TCOP Student Teacher Focus Group provided insight into student teachers perceptions of preparation. The 2019 student teachers indicated preparedness to teach children of poverty based on TCOP Standards integrated through coursework as well as outside experiences through the Center of Excellence and through the schools in which they were student teaching. Some student teachers indicated a need for more practical strategies that could be used to meet the needs of all students. Student teachers also indicated variability in the information that they received throughout their coursework with some highlighting that TCOP Standards were covered in many of their course while others indicated that the standards were not addressed.

Goal 2 is focused on enhancing the effectiveness of teaching children of poverty among current teachers, administrators, and other stakeholders within the field. Surveys during or immediately following professional development sessions are the primary evaluation tool used to inform impact and progress toward meeting this goal. In 2018–2019, the Center of Excellence provided more than 175 professional development sessions within a variety of venues. Evaluations of this professional development demonstrate its effectiveness in impacting decision-making, daily activities, and collaboration with colleagues. Respondents also indicate that the quality of the Center of Excellence professional development is almost always "Much Better" or "Somewhat Better" than other professional development they receive. The Center of Excellence is now working with 24 partner districts with an average poverty index of 75%. These districts serve more than 285,000 students with 19,555 teachers. These districts have access to individualized professional development, support and incentives to enhance their work with children of poverty, and access to resources to benefit their ongoing work to improve instructional strategies. Signature events such as the Summer Institute, a two-day event held in June, continue to attract large numbers of educational stakeholders and new events such as EdCamp, a Saturday event, attracted pre-service teachers at Francis Marion University as well as teachers from across the state. Finally, the Center of Excellence has continued family engagement strategies through the National

Network of Partnership School and has partnered with the South Carolina Department of Education and the newly formed Carolina Family Engagement Center to further these efforts.

Goal 3 is focused on serving as a premier resource for teaching children of poverty. The Center of Excellence has been in operation for 15 years, well beyond its initial five-year investment by the South Carolina Commission on Higher Education. It led efforts in establishing a Teaching Children of Poverty Endorsement and Add-on Certification, one of the only in the nation, and has worked with cohorts of teachers in gaining coursework to meet the requirements for these add-on options. In 2018–2019, approximately 400 people across the state participated in one of four poverty simulations to understand issues facing people living in poverty. The Center of Excellence hosted its 10th annual Research Consortium in March 2019, featuring an international expert in formative assessment. The Research Consortium has brought nationally and internationally recognized researchers to South Carolina to share their findings and implications for practice. The website, with more than 12,000 unique visitors in 2018–2019, along with social media including Facebook and Twitter generate interest and share resources to engage the community in discussions about best practices related to teaching children of poverty.

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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**.**

Program Summary			
EIA-Funded Program Name	Center for Educator Recruitment, Retention, & Advancement (CERRA)	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733

FY 2019-20 EIA Appropriation	$12,034,117	**FY 2020-21 EIA Funding Request**	$13,034,117

Program Contact	M. Jane Turner, Esq.	**Division/Office**	CERRA
Contact Title	Executive Director	**Address**	Stewart House at Winthrop University Rock Hill, SC 29733
Contact Phone	803-323-4032, Ext. 6411	**Contact E-Mail**	turnerj@winthrop.edu

Summary of Program: CERRA directs a continuum of programs intended to 1) encourage students to enter the teaching profession through instructional programs at the middle and high schools and through scholarship/loan opportunities at the college level; 2) educate career changers about alternative teacher certification programs and scholarship/loan opportunities; and 3) retain teachers through mentoring and leadership development opportunities in the state's public schools. CERRA also provides a variety of services intended to assist students, career changers, and school districts with recruitment, application, and hiring services.

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 1. Rural Recruitment Initiative (includes funds not utilized)	$8,984,088	63.3%
2. Pre-collegiate site grants	$101,921	0.7%
Retained by this partnership/ program/agency 1. Administrative costs (Winthrop fees, salaries and fringes, travel, office support, etc.)	$423,490	3.0%
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain) 1. Teaching Fellows awards	$4,307,156	30.4%
2. Undergraduate loan repayment funds	$367,462	2.6%
Other (Please Explain)	$	%
TOTAL:	$14,184,117	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 (Rural Recruitment Initiative and site grants)	100%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

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

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):
1A.6, 1A.47, and 1A.54

Regulation(s):

B. Other Governing Guidelines

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

| X | Yes | | No |

If yes, please describe: State Board of Education 2017 Induction and Mentoring Guidelines

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.

Fiscal Year 2018-19	
Problem/Issue	Teacher recruitment
Goal	ProTeam Program: Encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Strategies and Resources (What intentional actions were needed 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?)
• Strategy: Increase the number of sites, specifically targeting rural, underserved schools • Resources: Financial resources, human resources, technology, materials	• Carried out targeted recruitment efforts to establish new sites in rural, underserved schools	• Offered in 28 SC public school districts; 24 last year • Added 14 new sites and reestablished two sites; eight sites are located in a high-turnover district	• Number of sites has more than doubled since FY15 • Served more than 20,500 students since 1990 • Curriculum implemented in seven other states	• Site intent forms for all ProTeam sites • Database of all sites and instructors
• Strategy: Increase the number of participants, including male and non-white students • Resources: Financial resources, human resources, technology, materials	• Utilized program facilitators to support all sites and provide targeted services to those with low enrollment numbers and new instructors	• Served 1,554 students – 617 males and 561 non-white students • Provided services and support to 52 instructors at 50 sites (87 class sections)	• Number of students has grown by more than 900 since FY15 • 40% of students are male; 36% are non-white	• Pre- and post-surveys for all participants • Beginning- and end-of-course surveys for all instructors
• Strategy: Provide professional development for instructors • Resources: Financial resources, human resources, technology, meeting space, equipment, materials, training curriculum	• Hosted/conducted multiple meetings and training sessions throughout the year to provide professional development to instructors	• Hosted 37 instructors at the Fall Renewal Conference • Conducted one curriculum training for 13 new instructors	• Evaluations indicate that the conference provides useful professional development and the training is effective; participant feedback is routinely used by CERRA to improve the conference and curriculum training	• Conference evaluations • Training evaluations

Fiscal Year 2018-19	
Problem/Issue	Teacher recruitment
Goal	Teacher Cadet Program: Encourage academically talented, high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career

Strategies and Resources (What intentional actions were needed 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?)
• Strategy: Increase the number of sites, specifically targeting rural, underserved schools • Resources: Financial resources, human resources, technology, materials	• Carried out targeted recruitment efforts to establish new sites in rural, underserved schools	• Offered in 76 SC public school districts • Added two new sites and reestablished five sites; two sites are located in a high-turnover district	• Offered in 75% of all traditional SC public high schools • Only six SC school districts lack a Teacher Cadet Program • Served more than 71,500 SC students since 1985 • Curriculum implemented in 39 other states	• Site intent forms for all Teacher Cadet sites • Database of all sites and instructors
• Strategy: Increase the number of participants, including male and non-white students • Resources: Financial resources, human resources, technology, materials	• Utilized program facilitators to support all sites and provide targeted services to those with low enrollment numbers and/or new instructors • Utilized instructor liaisons to provide services and support at the site level	• Served 2,991 students – 676 males and 1,004 non-white students • Provided services and support to 190 instructors at 188 sites (233 class sections)	• Number of participants has increased by nearly 600 students (25%) since FY13 • 23% of Cadets are male; 34% are non-white • After completing the course, 35% of Cadets identified teaching as the career they plan to pursue after college • Of those who plan to teach, 24% were undecided or had planned to pursue a different career before taking the course	• Pre- and post-surveys for all Teacher Cadets

Partnerships/Programs/Agencies

			• Of those who changed their minds, 68% indicated that the classroom field experience encouraged their decision	
• Strategy: Provide professional development for instructors and College Partner coordinators • Resources: Financial resources, human resources, technology, meeting space, equipment, materials, training curriculum	• Hosted/conducted multiple meetings and training sessions throughout the year to provide professional development to instructors and College Partner coordinators	• Hosted 137 SC instructors, 16 out-of-state instructors, and 18 College Partner coordinators at the Fall Renewal Conference • Hosted 21 College Partner coordinators at the annual meeting • Conducted two curriculum training sessions for 38 new SC instructors, 11 new out-of-state instructors, and three College Partner coordinators • Conducted six out-of-state curriculum training sessions for 110 instructors	• Evaluations indicate that the conference provides useful professional development; participant feedback is routinely used by CERRA to improve the conference • Evaluations indicate that the training is effective; participant feedback is routinely used by CERRA to improve the conference and curriculum training	• Conference evaluations • Training evaluations

Fiscal Year 2018-19				
Problem/Issue	Teacher recruitment and retention			
Goal	Teaching Fellows Program: Recruit academically talented high school seniors into the teaching profession and help them develop leadership qualities as they participate in a Fellows program at an approved teacher preparation institution in SC			
Strategies and Resources (What intentional actions were needed 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?)
• Strategy: Increase the number of applicants and Fellowships in the state • Resources: Financial resources, human resources, technology, meeting space, equipment, materials	• Provided program and application information to targeted groups across the state • Launched a new online application to provide users with a more automated, mobile responsive system	• Received 968 complete applications from students in 201 SC public and private high schools and career/technology centers • Invited 525 students to interview at four locations across the state for the 2019 cohort • Awarded 197 fellowships for the 2019 cohort	• 78% (1,954) of Fellows from the 2000-2014 cohorts graduated from the program • 71% (1,392) of graduates are employed in 72 SC public school districts • 92% (1,795) of graduates have either satisfied their loan or are teaching for loan forgiveness in a SC public school • Of the Fellows who are loan-satisfied through teaching service, 77% (861) are still employed in a SC school district	• Loan cancellation deferment forms and other graduate paperwork submitted on an annual basis • Database of all Fellows applicants and graduates from each cohort • Certification database used to track Fellows graduates to verify employment in a SC public school
• Strategy: Provide support and professional development for Campus Directors/Asst. Directors and Fellows • Resources: Financial resources, human resources, technology, meeting space, equipment, materials	• Utilized a program facilitator to support all Teaching Fellows Institutions (TFIs) • Planned/facilitated multiple events for Teaching Fellows and Campus Directors • Held multiple meetings with Campus Directors/Asst. Directors and Fellows	• Provided services and support to 12 TFIs and 15 Campus Directors/Asst. Directors • Held a sophomore conference for 182 students and 14 Campus Directors/Asst. Directors focusing on leadership, advocacy, and diversity	• Anecdotal evidence from Fellows and Campus Directors/Asst. Directors indicates that the conference provided relevant, meaningful information • CERRA uses informal, constructive feedback to make improvements each year	• Anecdotal evidence/ feedback from Fellows and Campus Directors/Asst. Directors

Partnerships/Programs/Agencies

		• Held a 2019 cohort orientation for 176 freshmen Fellows and their sureties • Held a "Hill Day" for graduating Fellows at the SC State House where they were recognized by House and Senate members • Held three meetings with the Campus Directors/Asst. Directors, focusing on inclusive culture, developing an understanding of an appreciation for diversity, and leadership development • Held senior Fellows meetings at 12 TFIs to review loan cancellation requirements • Held freshmen Fellows meetings at nine TFIs to discuss program requirements		
• Strategy: Monitor and adjust programs on a consistent basis to ensure requirements are being met • Resources: Financial resources, human resources, technology, meeting space, materials	• Conducted mid-cycle financial audits of scheduled TFIs • Collected and reviewed annual reports from TFIs • Held focus groups with randomly selected senior Fellows from each TFI • Provided additional support to Campus Directors to help prepare them for new program requirements	• Conducted two mid-cycle financial audits • Collected and reviewed annual reports from 12 TFIs • Conducted eight focus groups with 49 senior Fellows from all 12 TFIs • Presented focus group findings to Campus Directors and discussed possible programmatic changes • Facilitated an opportunity for several Campus Directors to discuss innovative practices happening at their TFIs	• Annual reports indicate: leadership development activities were included in all programs and Campus Directors have begun to address the components of the new evaluation system • Focus group findings indicate that senior Fellows had positive experiences and are mostly prepared for the classroom • The new TFI evaluation process is more streamlined and will generate more relevant feedback	• New TFI evaluation process to begin Fall 2019 – includes interviews, observations, reports, and evidence documentation • Mid-cycle financial audits of scheduled TFIs • Annual site visits • Annual reports • Focus groups • Analysis of multiple data sources

Fiscal Year 2018-19	
Problem/Issue	Teacher retention
Goal	Induction and Mentoring: Support beginning teachers and improve retention rates in SC by developing and conducting mentor trainings and providing support to the state's Induction and Mentoring Coordinators.

Strategies and Resources (What intentional actions were needed 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?)
• Strategy: Offer the SC Mentor Training, SC Mentor Trainer Certification, and Administrator's Role in Induction & Mentoring Training • Resources: Financial resources, human resources, technology, meeting space, equipment, materials, training curricula	• Offered three different types of training sessions multiple times throughout the year • Made updates to training curricula as necessary	• 2,156 educators completed the SC Mentor Training • 64 educators completed the SC Mentor Trainer Certification • 150 educators completed the Administrator's Role in Induction and Mentoring Training	• All training curricula continue to be updated as new information becomes available • Participants indicated that they feel prepared to effectively serve as a mentor/trainer	• Database of all educators who complete the trainings • Training evaluations • Scholarly research
• Strategy: Provide support to induction and mentoring coordinators in all districts • Resources: Financial resources, human resources, technology, meeting space, technology, materials	• Held meetings with coordinators to discuss best practices and allow for cross-district collaboration • Shared a monthly newsletter with coordinators	• Held two meetings with coordinators and shared a monthly newsletter containing information relevant to supporting beginning teachers	• Feedback from meetings resulted in the need to develop resources for mentors who work with international visiting teachers; CERRA and the SCDE are creating an online training	• Feedback from induction and mentoring coordinators • Scholarly research
• Strategy: Offer additional resources to support beginning teachers and their mentors • Resources: Financial resources, human resources, technology, materials	• CERRA and SCDE created a pilot program that used micro-credentials to foster new learning opportunities for mentors and beginning teachers	• Seven induction and mentoring coordinators volunteered to develop and share plans for using micro-credentials in their districts	• Coordinators will implement plans in their districts during the 2019-20 school year	• TBD

Partnerships/Programs/Agencies

Fiscal Year 2018-19	
Problem/Issue	High teacher turnover rates
Goal	Rural Recruitment Initiative (RRI): Under FY19 Proviso 1A.55 – Rural Teacher Recruiting Incentive, CERRA continued the efforts begun under the initial Rural Proviso to develop incentives to recruit and retain classroom teachers in rural and underserved districts that have experienced excessive teacher turnover.

Strategies and Resources (What intentional actions were needed 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?)
• Strategy: Determine the eligible districts and appropriate teacher recruitment/retention incentives to be offered • Resources: Financial resources, human resources, technology, materials	• Identified districts eligible for the incentives based on teacher turnover rates reported on the five most recent District Report Cards • Gathered input from districts and identified/finalized incentives to be included	• Identified 36 eligible districts as having an average annual teacher turnover rate of more than 11% • Fine-tuned and expanded the list of incentives from which districts could choose	• All 36 eligible districts requested funds to implement incentives • To be eligible for FY20 funds, districts must still have an average turnover rate of more than 11% and may not be one of the 15 wealthiest districts	• Request for Disbursement of Funds form submitted by eligible districts • District Report Cards • Index of tax-paying ability
• Strategy: Facilitate the process for eligible districts to request and acquire incentive funds • Resources: Financial resources, human resources, technology, materials	• Received and processed requests from eligible districts • Disbursed incentive funds to eligible districts	• Received and processed requests from 36 eligible districts • Disbursed a total of $8,603,903 to 36 districts (also includes funds expended on behalf of districts)	• Effectiveness data for FY19 are not yet available • FY18 results: 30 districts were eligible to participate and all requested funds; of these, 17 reported improvements – 10 had fewer teachers leaving and 12 had fewer vacancies	• Request for Disbursement of Funds form submitted by eligible districts • Fall 2018 Supply and Demand Survey Data
• Strategy: Communicate Proviso implementation information to stakeholders and policymakers • Resources: Financial resources, human resources, technology, meeting space, materials	• Conducted informational meetings with eligible district superintendents and personnel directors • Submitted FY19 Proviso Status Report	• Submitted FY19 Proviso Status Report to the Governor's Office, the SC Senate, and the SC House of Representatives in July 2019	• The Report is submitted on time each year and provides sufficient evidence to meet Proviso requirements	• Feedback from eligible district superintendents and personnel directors • Proviso Status Report • USC conducted a preliminary RRI effectiveness study; the report will be finalized in November 2019

In addition to the programs described above, CERRA offers multiple services to teachers, schools, and districts. The services provided include:

Teacher Loan Advisory Committee: Under FY14 Proviso 1A.9 and subsequent year provisos, CERRA coordinated the formation of the SC Teacher Loan Advisory Committee (TLAC). The Committee is charged with the responsibility of setting goals for the Teacher Loan Program, facilitating communication among the cooperating agencies, advocating for program participants, and recommending policies and procedures necessary to promote and maintain the program.

- Proposed revisions to the Teacher Loan Program statute and regulations were adopted by the Commission on Higher Education. An FY20 Proviso was adopted to implement one of the approved changes, to increase the loan amount for juniors, seniors, and MAT students to $7,500.

Online Educator Employment System: Consists of two separate interactive tools, the Job Bank and the Employment Application. Together, these tools provide a centralized process for individuals to locate job vacancies in SC public school districts/entities and to complete a standard employment application.

- CERRA launched a new Online Educator Employment System in July 2018. Under the new system, application and job bank data are maintained in a real-time format and are not available in cumulative totals. Therefore, data for FY19 cannot be reported at this time.

Teacher Expo: A statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and the SC public school districts/entities that choose to send recruiters to the Expo.

- 58 districts/entities participated in the 2019 Expo, which was attended by 250 candidates
- 78 attendees of the 2018 Expo were hired to fill vacancies in the state for the 2018-19 school year
- In the past 15 years, approximately 1,400 teachers have been hired as a result of the Expos

Annual Educator Supply and Demand Survey: Collects data from SC public school districts/entities on teachers entering the profession, those leaving their positions, and the numbers of vacant teacher positions.

- Completed by 85 SC public school districts/entities
- Published the 2018-19 *South Carolina Annual Educator Supply & Demand Report*, which is available at: https://www.cerra.org/uploads/1/7/6/8/17684955/2018-9_supply_demand_report_update_jan_16.pdf
- The 2019-20 report will be available in December 2019

South Carolina Teacher Forum: Comprised of the current District Teachers of the Year (DTOYs) and chaired by the SC Teacher of the Year (STOY). The Forum provides formal recognition to the DTOYs and works to develop their leadership skills and encourage them to be advocates for their profession.

- Facilitated a three-day SC Teacher Forum Conference, which included speeches by the 2019 National Teacher of the Year and Superintendent Molly Spearman and presentations on teacher advocacy and leadership, media relations, business partnerships, and special education legislation
- Facilitated two, one-day SC Teacher Forum professional development meetings, which included presentations from the EOC and the SC School Boards Association, as well as activities designed to increase the DTOYs' knowledge of current education legislation, recruitment and retention initiatives, etc.

National Board Certification: A voluntary professional development opportunity for educators available through the National Board for Professional Teaching Standards™ (NBPTS).

- CERRA maintains an infrastructure of support around awareness for NBC, the processes involved, and the retention of candidates. The infrastructure includes NBC liaisons in most school districts, CERRA-facilitated NBC support, and a Toolkit to aid districts in providing uniform assistance to candidates
- CERRA serves as the state contact for NBC and produces data related to NBCTs and candidates

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**.

- Refer to Question 3 (pages 7-13), which contains five logic models related to each of CERRA's programs; see also page 14 with additional information related to CERRA's services.

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**.

- Decline in enrollment among teacher education programs in SC
- Increase in the number of SC teachers leaving the classroom, particularly those early into their careers

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

A. Outcomes

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

CERRA conducts annual evaluations to assess the effectiveness of its programs and services. A variety of quantitative and qualitative methods are used throughout the year to collect and analyze relevant data that ultimately lead to the overall improvement of each program and service. The information collected and analyzed includes demographic data (numbers of program participants and completers by gender and race), financial data, perceptual and factual data from program participants, rates of teachers entering and leaving the profession, etc. Data collection methods include training/conference evaluations, official documentation, pre- and post-surveys for program participants, statewide surveys, focus groups, interviews, observations, literature reviews, collection of anecdotal evidence, development and management of multiple databases, etc.

Program evaluation results are disseminated through various reports and publications at the end of each fiscal year. Some of the key findings from the most recent evaluation include:

- The ProTeam and Teacher Cadet Programs continue to grow in South Carolina and throughout the nation. New sites are added in SC each year, and the number of students enrolled in each of these programs continues to increase.
- The Teaching Fellows Program is a highly effective recruitment and retention tool for public school educators in South Carolina. It not only recruits outstanding students into the teaching profession, but it also keeps them in the classroom.
- Feedback from mentor training participants indicates that the training curriculum is relevant and useful. Based on a need in SC, CERRA and the SCDE are in the process of creating an online training for mentors who work with international visiting teachers.
- Through the Rural Recruitment Initiative, eligible districts are able to implement incentives to recruit and retain classroom teachers. Results show fewer teachers leaving their positions and fewer vacant teaching positions in many of these districts.
- The Annual Educator Supply and Demand Survey Report continues to draw increased attention to CERRA and the need to produce, recruit, and retain educators.

For complete documentation of evaluation results, refer to CERRA's *2018-19 Annual Report*: https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_cerra_annual_report.pdf

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, 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?

CERRA aims to improve the quality of each of its programs and services through consistent evaluation and modification. Annually, CERRA collects and analyzes data at various points throughout the year to determine the relevance and effectiveness of each program and service. Evaluation results often lead to programmatic changes and ultimate improvements. One example of such improvements is related to the various mentor trainings offered by CERRA. Using multiple data sources (feedback from training participants and induction/ mentoring coordinators, current research, the changing needs of SC teachers and mentors, etc.), CERRA makes annual updates to all training curricula. These updates are necessary as they keep the curricula current and the trainers equipped with pertinent information.

In addition to its routine evaluation processes, CERRA conducts a unique research study each year that typically results in a published report highlighting a different program or service, or it addresses a highly debated public education issue in the state. The topic is typically chosen by CERRA, but it also can be the result of a legislative request or proviso. This year's study is still ongoing and focuses on teacher departures, specifically the procedures used in districts to gather information on reasons teachers are leaving the classroom each year. In spring 2019, CERRA emailed a survey to personnel directors in all SC public school districts to inquire about exit surveys and/or interviews that may be in place. Most districts are using at least one of these data collection tools, but the exit process itself varies across the state. CERRA has followed up with numerous personnel directors to obtain more detailed information about teacher departure protocols being used in their districts. Ultimately, CERRA will produce a resource guide to be shared with districts that includes effective strategies to collect information from teachers about the reasons they resign.

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.

   During FY19, the EOC provided funds to engage the University of South Carolina to conduct a preliminary effectiveness study on the Rural Recruitment Initiative. The study was based on a review of the 2017-18 school year, the second full year of RRI implementation. Results are included in a report that will be submitted to the EOC at its November 2019 meeting.

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	14,184,117	12,034,117
General Fund[1]	52,166	52,166
Fees[2]	43,000	42,000
Other Sources:		
Revenues[3]	275,072	200,000
Collections[4]	582,218	600,000
Carry Forward from Prior Year		
Rural Recruitment Proviso (RRI)	0	410,488

1 - SDE allocation for National Board support

2 - District Teacher of the Year professional development materials and Expenses

3 - Pre-collegiate curriculum/materials sales, mentoring materials and Teacher Expo registration

4 - Teaching Fellows loan defaults

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	723,943	738,420
Contractual Services	127,795	100,000
Supplies & Materials	35,703	35,172
Fixed Charges	413,130	158,000
Travel	91,182	95,950
Equipment	5,655	5,000
Employer Contributions	273,945	279,400
Allocations to IHEs/Districts/Schools/Teachers	13,292,934	10,622,175
TOTAL:	**14,964,287[1]**	**12,034,117**
# FTES:	**17[2]**	**17[2]**

1 - This figure represents the 2018-19 allocation of $14,184,117 plus $1,190,658 utilized from the Teaching Fellows collections account minus $410,488 of unused RRI funds carried over.

2 - Eight full-time, 12-month employees; four full-time, 10 month employees; two part-time, 12 month employees; and three part-time, 10 month employees (a small percentage of all employees' salaries were paid out of revenue and another fund sources)

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for FY 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	**$12,034,117**
Amount of increase requested in EIA funding for FY 2020-21	**$1,000,000**
Amount of decrease requested in EIA funding for FY 2020-21	**$**
Total amount of EIA funding requested for FY 2020-21	**$13,034,117**

C.   If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model change if the proposed increase or decrease is authorized in FY 2020-21?

Request: $1,000,000 for Maintenance of Existing Programs
CERRA is requesting an increase in funding to adequately maintain its teacher recruitment and retention programs and services. Like all state-funded programs, CERRA suffered a substantial budget cut in 2008 of approximately $1,162,000. Since that time, CERRA has gradually been able to resume full function by using revenues from out-of-state sales of the Teacher Cadet curriculum and funds collected on Teaching Fellows loans.

However, the number of sites for CERRA's ProTeam and Teacher Cadet Programs has grown significantly in the last two years, with many sites hosting more than one class section. Without a budget increase, CERRA will not be able to provide adequate support for these programs. Additionally, CERRA has now processed the backlog of Teaching Fellows loan accounts in default, and loan collection amounts have now leveled out at a much lower annual rate. As a result, collections fees may no longer be relied upon to fund Fellows awards.

The specific increase CERRA is requesting is **$1,000,000**. Of that amount, $50,000 will be used to maintain adequate support for the ProTeam Program and $90,000 will be used to maintain adequate support for the Teacher Cadet Program. The remaining $860,000 will be used to maintain adequate support for the Teaching Fellows Program and to expand the number of Teaching Fellows awards from 200 to 215 per year. In view of the decline in students entering teacher education programs, the need to recruit young adults into the teaching profession is greater than ever. The $1,000,000 increase was recommended by the CERRA Board of Directors and approved by the Commission on Higher Education, and will allow CERRA to continue its work with its highly successful recruitment programs.

Program Summary			
EIA-Funded Program Name	SC Program for the Recruitment and Retention of Minority Teachers	**Address**	P.O Box 7793, SC State 300 College Street, NE Orangeburg, SC 29117
FY 2019-20 EIA Appropriation	$339,482.00	**FY 2020-21 EIA Funding Request**	$339,482.00
Program Contact	Reinell Thomas-Myers	**Division/Office**	SC State University Minority Teacher Recruitment
Contact Title	Program Manager	**Address**	P.O Box 7793, SC State 300 College Street, NE Orangeburg, SC 29117
Contact Phone	803.516.4793	**Contact E-Mail**	rathomas@scsu.edu

Summary of Program:

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college.

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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**.**

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	**$339,482.00**	**%100**
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	**$339,482.00**	**%100**

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

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

Expenditure Category for Funds Allocated to School Districts	%N/A
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please *exclude* National Board supplements and Teacher Supply Funds.	% **N/A**
Instructional Support	% **N/A**

(i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	
Special Education Services	% **N/A**
Health	% **N/A**
(i.e. school nurses, mental health counselors, etc.)	
Safety	% **N/A**
(i.e. school resource officers, etc.)	
Vocational	% **N/A**
(i.e. career education, vocational equipment, etc.)	
Facilities & Transportation	% **N/A**
District Services	% **N/A**
Technology	% **N/A**
(i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	
Adult Education	% **N/A**
4K	% **N/A**
(i.e. Half-Day and Full-Day Programs)	
Assessments	**N/A**
(i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	% **N/A**
National Board Supplements	% **N/A**
Other	% **N/A**
(Please Explain)	
TOTAL:	% **N/A**

Total should reflect 100%.

2. **A. Relevant State Law**

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

Code of Laws:
Part 1B SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA
Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):
1A.6. (SDE-EIA: CHE/Teacher Recruitment)
Regulation(s):

B. Other Governing Guidelines

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

_____X_____   Yes   _____   No

If yes, please describe:

SC Commission on Higher Education

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.

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	There is a shortage of teachers in the State of South Carolina. To continue to address this shortage by making education accessible to non-traditional students, and provide an academic support system to participants, PRRMT's overall expansion initiatives include establishing and maintaining Satellite Teacher Education Program (off-campus) sites in geographic areas of the State currently not served by the Program.
Goal	To increase the pool of teachers in the State.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
A. -- Target non-traditional students for enrollment in teacher education programs at SC State University. -- Expand beyond the geographic areas currently served. -- Target program participants for majors in a state-declared critical need subject areas or employment placement in a state-declared critical geographic school. -- Monitor participants' academic progress.	-- Program recruitment and expansion activities remain ongoing. -- The number of on-line courses offered continues to increase, allowing the Program to serve a greater number of participants. -- The continuation of a comprehensive recruitment plan for the Department of Teacher Education. -- On an annual basis, SC-PRRMT targets no less than 50% of program participants for majors in a state-declared critical need subject area or employment placement in a state-	The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. --This past academic year 88 students participated in the program. -- Seventy-three (83%) undergraduate Program participants maintained their eligibility during the 2018-2019 Academic Year. -- Seventy-six (86%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or above. ---One hundred percent of the Program's M.A.T. participants (5) maintained their eligibility.	Enrollment 2017– 2018 = 80 Enrollment 2018–2019 =88 Graduates 2017 – 2018 = 12 Graduates 2018 – 2019 =10 The teaching experience of graduates range from 1 to 25 years.	<u>Enrollment</u> <u>No. of Participants</u> 2015-2016 66 2016-2017 71 2017-2018 80 2018-2019 88 **<u>Graduates</u>** 2015-2016 10 2016-2017 13 2017-2018 12 2018-2019 10 --Number of Graduates Placed in South Carolina Schools as of May 2019 239 (94%) --Number of Graduates in State-Declared Critical Need Subject Areas 110 (46%)

Partnerships/Programs/Agencies

B. -- Collaboration with CERRA, Call Me MISTER Program, and South Carolina school districts.	declared critical geographic school. -- Participants awarded a forgivable loan scholarship to assist with expenses while obtaining a baccalaureate degree in teacher education.	-- For the 2018-2019 Academic Year, 10 students graduated; 10(100%) met certification requirements.		--No. of Graduates Placed in Critical Geographic Schools 215 (89%)

Fiscal Year 2019-20				
Problem/Issue	There is a shortage of teachers in the State of South Carolina. To continue to address this shortage by making education accessible to non-traditional students, and provide an academic support system to participants, PRRMT's overall expansion initiatives include establishing and maintaining Satellite Teacher Education Program (off-campus) sites in geographic areas of the State currently not served by the Program.			
Goal	To increase the pool of teachers in the State.			
Strategies and Resources (What intentional actions 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 BE DETERMINED	TO BE DETERMINED	TO BE DETERMINED	TO BE DETERMINED	TO BE DETERMINED

Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue	There is a shortage of teachers in the State of South Carolina. To continue to address this shortage by making education accessible to non-traditional students, and provide an academic support system to participants, PRRMT's overall expansion initiatives include establishing and maintaining Satellite Teacher Education Program (off-campus) sites in geographic areas of the State currently not served by the Program.			
Goal	To increase the pool of teachers in the State.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	**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 BE DETERMINED	**TO BE DETERMINED**	**TO BE DETERMINED**	**TO BE DETERMINED**	**TO BE DETERMINED**

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**.

- There is a shortage of teachers in the State of South Carolina, as indicated in CERRA's Annual Educator Supply and Demand Report for the 2018-2019 school year.
- PRRMT program graduates have been placed in 48 school districts throughout the state.
- The majority of PRRMT program participants are paraeducators-to-teachers.
- Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.
- Number of Graduates Placed in South Carolina Schools as of May 2019   239(94%)
- Number of Graduates in State-Declared Critical Need Subject Areas   90 (39%)
- No. of Graduates Placed in Critical Geographic Schools   201 (88%)

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**.

- Promotion of PRRMT throughout the State and the benefits of a career in Teacher Education.
- Participation in state-wide initiatives that focus on issues in teacher recruitment and Teacher Education.
- Cooperation of the partnerships in the following school districts:
   Moncks Corner/Berkeley and Charleston
   Richland District One/Richland District Two/Fairfield and Winnsboro
   Georgetown/Williamsburg/Florence and Horry
   Marion/Dillion and Barnwell
   Allendale/Lee and Lexington #4
- Superintendent Molly Spearman sent a letter of support to all superintendents in the State of South Carolina encouraging the School districts to support the SC-PRRMT Program March 2018 and July 2019.

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

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

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 48 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

♦ Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.

♦ For the 2018-2019 Academic Year, 10 students graduated; all 10(100%) met certification requirements.

♦ Of the Program's ten 2018-2019 graduates, to date, 10 (100%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.

♦ The teaching experience of graduates range from 1 to 25 years.

♦ One hundred and Ninety-four (81%) of the Program's placed graduates have gained 5 to 25 years teaching experience, and the mean years of teaching for all graduates is 21.5 years.

B. Implementation
Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain. **NO**
- Are services or activities going as planned? **YES** If no, explain.
- Is the program reaching the intended target population or the intended number of participants? **YES** If no, explain.
- Is it leading to expected outcomes? **YES** If no, explain.

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

Students taking on-line classes and joining neighboring sites as a result of our recruitment visits to their school districts.

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis Core examination is no longer provided.

Praxis Core preparation sessions are no longer available at the various sites, they are available on-line and on the campus of SC State University.

Budget allocation does not provide for staff to attend or participate in professional development and educational conferences and seminars.

C. External Evaluation

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

X   Yes   _____ No

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

An in-depth Program evaluation was conducted January 1997. The findings and Recommendations were acceptable.

Program Planning and Fiscal Information

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:	-0-	-0-
EIA	$339,482.00	$339,482.00
General Fund	-0-	-0-
Lottery	-0-	-0-
Fees	-0-	-0-
Federal Funds (specify):	-0-	-0-
Other Sources:	-0-	-0-
Grant	-0-	-0-
Contributions	-0-	-0-
Non-Profit (Foundation, etc.)	-0-	-0-
Other (specify):	-0-	-0-
Carry Forward from Prior Year	**-0-**	**-0-**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	$15,000.00	$15,000.00
Contractual Services	-0-	-0-
Supplies & Materials	-0-	-0-
Fixed Charges	-0-	-0-
Travel	-0-	-0-
Equipment	-0-	-0-
Employer Contributions	-0-	-0-
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Transfers	-0-	-0-
	$324,482.00	$324,482.00
Balance Remaining	-0-	
TOTAL:	$339,482.00	$339,482.00
# 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	**$339,482.00**
Amount of increase requested in EIA funding for FY 2020-21	**$ -0-**
Amount of decrease requested in EIA funding for FY 2020-21	**$ -0-**
Total amount of EIA funding requested for FY 2020-21	**$339,482.00**

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 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	BabyNet	**Address**	1801 Main Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	$3,926,408	**FY 2020-21 EIA Funding Request**	3,926,408

Program Contact	Jennifer Buster	**Division/Office**	BabyNet Policy
Contact Title	**IDEA/Part C Program Manager**	**Address**	1801 Main Street Columbia, SC 29201
Contact Phone	803-898-3068	**Contact E-Mail**	Jennifer.Buster@scdhhs.gov

Summary of Program:

The IDEA Part C Program (BabyNet) is South Carolina's system of early intervention services to infants and toddlers with disabilities and their families. BabyNet is authorized under P.L. 108-446, the Individuals with Disabilities Education Act (IDEA) of 2004, with regulatory guidance in 34 CFR 303. It is federally administered by the US Department of Education, Office of Special Education Programs, and adjudicated by the US Department of Justice, Office of Civil Rights. Beginning in SFY 2018, the South Carolina Department of Health and Human Services (SCDHHS) assumed State Lead Agency responsibilities for BabyNet per Executive Order 2016-20. BabyNet is required to be administered as an interagency, interdisciplinary, community-based, and family-centered system of supports and services to both infants and toddlers ages birth to 36 months of age who have either diagnosed developmental disabilities or significant delays in development, as well their families. Services must be provided in the context of the family's home and community routines and activities by qualified professionals and must address the outcomes established in the Individualized Family Service Plan (IFSP).

This line, originally designated for autism services, is mixed and blended with other state and federal fund sources to support early intervention services for families participating in South Carolina's IDEA Part C Program. We recommend re-naming this line to "IDEA Part C" for two reasons:

1. Since transitioning to the Medicaid agency, the BabyNet program is focused on complying with the provisions of 24 USC §1411 (e) (3) (H) as expressed in 34 CFR 303.510 requiring payment coordination between the Part C and Medicaid program, these funds will increasingly be used as state match to leverage Medicaid funding; and
2. SCDHHS transitioned from a PDD waiver for autism services to broad access under EPSDT will shift cost to the Medicaid agency, allowing the Part C program to reduce its structural deficit.

- The completed report packet should contain **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	$3,926,408	% of Total Line Item
Allocated to School Districts	$ $	%
Retained by this partnership/program/agency	$	%
Allocated to Other Entities (Please Explain)	$	%
Other (Case Services)	$2,750,395	66%
Other (Operating Expenses)	$1,176,013	34%
TOTAL:	$3,926,408	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: 44-7-2510 (Infants and Toddlers with Disabilities Act)   59-36-50 (Transition from IDEA Part C services to Part B)   63-11-1735 (Maintenance of Effort)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):   Act 97 of 2017): 33.24; 117.98;117.133

Regulation(s):   Regulatory guidance can be found in 34 CFR 303.

B. Other Governing Guidelines

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

<u>   X   </u>   Yes   <u>   </u>   No

If yes, please describe:

IDEA, Part C Annual Grant Application, which includes BabyNet program policies and procedures.

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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.

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.

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	**South Carolina's Part C program has a history of comprehensive and longstanding noncompliance with Federal Part C requirements.**
Goal	**The BabyNet program will show sustained improvement over the next 1-3 fiscal years, with specific targets designed to improve both overall performance and specific compliance ratings.**

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?)
Interagency Coordination with partnering agencies providing services to children in the BabyNet program.	Establish policy and procedure for direct enrollment of SCDDSN EI providers in SCDHHS' systems. This enrollment will allow for accountability and oversight.	• Policy and Procedure that outlines enrollment process.	• SCDDSN early intervention providers are enrolled directly with SCDHHS. • Approximately 75 additional early	Better coordination between all partnering agencies serving BabyNet children.

Partnerships/Programs/Agencies

			intervention providers are enrolled with DHHS.	
Develop a monitoring system that identifies noncompliance and ensures correction and allows SCDHHS to authority to request data from partnering agencies.	• Hire Data Manager • Develop monitoring Structure • Develop policies and procedures • Develop training modules for providers	• Data Manager hired by 11/1/18 • A monitoring structure to be developed by 10/1/18 • Policies and procedures for monitoring are developed by 4/1/19. • Identify and issue findings of noncompliance for providers by 6/30/19.	• General Supervision plan approved by OSEP and implemented • All providers in SC have completed training modules • Findings have been issued according the General Supervision plan.	By developing a monitoring system, the state moves closer to improving its standing with the US Department of Education, Office of Special Education Programs.
Ensure timely service provision for children receiving BabyNet services	• Work with SCDHHS Medicaid to recruit more providers to serve children with developmental delays or diagnosed conditions. • Integrate BRIDGES with Medicaid data systems to ensure proper documentation of service delivery	• Increased number of service providers to deliver services. • Phasing out of the BRIDGES data system for children receiving services through BabyNet.	• Provider pool is increased by 5% in counties where there is a need. • 100% of service logs are entered into the BRIDGES system.	As payment systems are integrated and more efficient, the provider pool for the BabyNet program will grow.
Ensure the 45-day timeline is met for children entering the BabyNet system.	• Develop a new process for eligibility determination for the BabyNet program.	• Implement Central Referral process • Standardize intake, orientation and eligibility processes across the state	• 4 Central Referral Team members will be hired and initiate the centralized referral process. This	As the Central Referral Team process is put into place, children will be evaluated and assessed more quickly to determine their need for BabyNet.

			process will be piloted in 2 areas of the state and scaled up statewide. • All Intake Coordinators will participate in face to face policy and procedure training by October 1, 2018	services
Improve Data Systems to collect and ensure valid and reliable data.	• Work to integrate all data systems currently capturing data related to BabyNet services delivered to children birth to three into one coordinated system.	• Providers will only have to enter data into BRIDGES to receive payment Providers will complete training on claims processing and documentation using BRIDGES.	• 90% of claims are submitted through BRIDGES. • 75% of service providers complete the training module.	As a fewer number of data systems are used to capture BabyNet information, data will become more valid and reliable.
Submit all phases of the State Systemic Improvement Plan aimed at improving family outcomes.	• Begin work on Phase 2 of the State Systemic Improvement plan. In Region 4 begin training staff on various strategies to improve families' ability to help their children develop and learn.	• Submit Phase 2 of SSIP • Submit Phase 3 of SSIP	• Submission of Phase 2 by April 2019. • Continue to engage broad stakeholder groups to solicit input on different phases of the plan.	The 3-year State Systemic Improvement Plan and its phases will be implemented and impact child and family outcomes in positive ways.

Fiscal Year 2019-20				
Problem/Issue	**South Carolina's Part C program has a history of comprehensive and longstanding noncompliance with Federal Part C requirements.**			
Goal	**The program will demonstrate sustained improvement over the next 1-3 fiscal years, with specific targets to improve both overall performance and specific compliance ratings.**			
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?)
Implement the interim general supervision plan that identifies noncompliance and ensures correction and allows SCDHHS to authority to request data from partnering agencies.	• Run data reports for Indicators 1 and 7 • Analyze Indicator 1 and 7 reports to identify non-compliance at the System Point of Entry (SPOE) level	• Identify and issue findings of noncompliance by SPOE district for providers by 10/1/19 • IDEA Part C providers are aware of General Supervision and its components	• When SPOE regions receive their findings and are working collaboratively at the local level to improve their data	By implementing a monitoring system, the state moves closer to improving its standing with the US Department of Education, Office of Special Education Programs.
Continue ongoing efforts to integrate Part C's data system with Medicaid's to collect and ensure valid and reliable data.	Work to integrate all data systems currently capturing data related to BabyNet services delivered to children birth to three into one coordinated system.	• Providers will only have to enter data into BRIDGES to receive payment • Providers will complete training on claims processing and documentation using BRIDGES.	• When the IDEA Part C data system is fully integrated with Medicaid systems. • When IDEA Part C providers are entering all notes into the BRIDGES data system	As a fewer number of data systems are used to capture BabyNet information, data will become more valid and reliable
Submit all phases of the	• Continue work on	• Submit Phase 3 of SSIP in	• When additional	• By the number of

Partnerships/Programs/Agencies

State Systemic Improvement Plan aimed at improving family outcomes.	Phase 2 of the State Systemic Improvement plan. • Begin training staff on the Routines Based Interview, an evidenced based practice designed to assist families in developing goals and outcomes. This training will begin in Region 4.	April 2020 • Continue to phase in the Routines Based Interview process in additional regions in South Carolina	regions in the state are trained • When the staff who attended the Region 4 RBI training, begin training their own staff	staff trained statewide
Fiscal Year 2020-21				
Problem/Issue	South Carolina's Part C program has a history of comprehensive and longstanding noncompliance with Federal Part C requirements.			
Goal	The program will demonstrate sustained improvement over the next 1-3 fiscal years, with specific targets to improve both overall performance and specific compliance ratings.			
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?)
• Full General Supervision Plan is submitted and approved by the US Department of Education, Office of Special Education	• Use the Interim General Supervision Plan to develop the full plan to be submitted for approval by OSEP.	• When the full General Supervision Plan is approved by OSEP	• When IDEA Part C providers are issued findings using the full General Supervision plan	• Using the IDEA Part C Indicators of Performance to assist in the determination of findings

Partnerships/Programs/Agencies

Programs. (OSEP)				
Implement the State Systemic Improvement Plan	Continue training staff on the Routines Based Interview, an evidenced based practice designed to assist families in developing goals and outcomes.	• When the staff who attended subsequent RBI trainings, begin training their staff	By late 2021, all staff across the state should be trained.	• Child outcome scores increase • Family outcome scores increase

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**.

• Council for Exceptional Children, Division of Early Childhood (CEC-DEC) develops and disseminates research-based recommended practices for early intervention and early childhood education professionals across disciplines. These are subsequently incorporated into national associations' guidance for BabyNet service providers, e.g., American Speech and Hearing Association, American Occupational Therapy Association, etc.

• National Implementation Research Network (NIRN) provides evidence-based research findings and implementation guidance to states' Part C systems in support of systemic improvement and change efforts.

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**.

US Department of Education, Office of Special Education Programs:

• Results-Driven Accountability
• Differentiated Monitoring and Supports
• Compliance Monitoring
• Performance Reporting

The US Department of Education requires that states submit a State Performance Plan every five years, with annual federal and state reporting on the state's performance. Indicators of performance address the state's compliance with the federal statute and regulations, the impact of early intervention services on children's development and families' engagement. South Carolina is currently operating under a Corrective Action Plan to address four areas of noncompliance within the BabyNet program: General Supervision, Service Provision, Data and the State Systemic Improvement Plan.

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

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

The goal of early intervention is to deliver services young children with disabilities and their families in an effort to mitigate delays in development and support the child and family in the context of their daily routines. The IDEA/Part C program measures child outcomes when children enter and exit the program. The three child outcomes are:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
3. Use of appropriate behaviors to meet their needs.

The IDEA/Part C program also measures family outcomes to determine whether the services delivered had an impact on the family's ability to care for their child, make informed decisions regarding their care and participate in community activities with their child. This information is captured using the *Family Outcome Survey* which is mailed to families approximately one month after their child exits the program.   South Carolina is required to report on the percent of families participating in Part C who report that early intervention (EI) services have helped their family:

- Know their rights;
- Effectively communicate their children's needs; and
- Help their children develop and learn.

Through a contract with the Team for Early Childhood Solutions at the University of South Carolina-School of Medicine, family satisfaction surveys are sent to all families receiving IDEA Part C services during February of each year. Families are asked to provide feedback on their services as well as the service providers working with their child and family.

The IDEA/Part C program was also required to complete a State Systemic Improvement Plan (SSIP) by the Office of Special Education Programs. The SSIP is a multiyear plan that comprehensively focuses on improving results for infants, toddlers and their families who received Part C services. South Carolina is currently in Phase II of this plan, with Phase III being due in April 2020.

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 IDEA Part C program has not deviated from its original program plan and continues to provide services to infants and toddlers with diagnosed developmental disabilities or significant delays in their development. Enrollment has increased significantly over the last year, with an increase of over 900 children currently being served. Referrals to the program have also increased by 1695 children in one year. The Parent Training and Information Center (PTIC) for South Carolina, Family Connection, reports that complaints are down significantly. Community outreach has improved as has the relationship with pediatricians and other primary referrals sources. The IDEA Part C program recently launched an online referral portal as a way to make referrals to the program faster, more consistent and easier for parent's and professionals.

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 OSEP visited South Carolina in April 2019 to conduct a Differentiated Monitoring and Support (DMS) Visit. The focus of a DMS visit is to move beyond compliance to determine whether the Part C program is improving results for children with disabilities and their families. South Carolina was one of four states selected for this type of visit which focused on the areas of results, compliance, State Systemic Improvement Plan and fiscal issues.

During the visit, SCDHHS staff were able to demonstrate progress towards the integration of the IDEA Part C data system (BRIDGES) into those that currently exist within Medicaid. OSEP staff were able to meet with SCDHHS staff as well as IDEA Part C service providers to solicit their input on the current service delivery system and how SCDHHS is implementing changes since it took over as the lead agency in 2017.

The IDEA Part C program was also able to update OSEP staff on the progress made on the state's Corrective Action Plan (CAP). The CAP was agreed upon with the OSEP in July 2018. The CAP describes the actions necessary to address South Carolina's goals in the areas of General Supervision, Data Quality, Fiscal Compliance and the SSIP. Substantial progress has been made towards completion of the activities outlined in the CAP, with many of the outstanding action items related to the integration of the data systems.

South Carolina has not yet received the follow-up letter from this DMS visit from the United States Department of Education, Office of Special Education Programs.

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:

Section 44-7-2570 of the SC Code of Laws defines the financial responsibility for parents and families participating in South Carolina's early intervention system, to include the responsibility of private insurance to reimburse for services otherwise covered by a beneficiary's health plan. SCDHHS recommends a clarifying amendment to §44-7-2570(B) to conform with 34 CFR 303.520(b)(2), which mandates that the state may not compel the use of private insurance for IDEA Part C services if families would experience a loss of benefits or premium increases as a result.

6. Program Budget – Please fill out the following:

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated	FY 2020-21 Estimated
State Funds:			
EIA	$ 3,926,408	$ 3,926,408	$ 3,926,408
General Fund	$ 9,383,946	$ 13,586,706	$ 14,636,401
Lottery	$ -	$ -	$ -
Fees	$ -	$ -	$ -
Federal Funds (specify):			
Other Sources:			
IDEA Part C	$ 6,541,361	$ 6,528,627	$ 6,563,173
Medicaid	$ 15,116,962	$ 13,138,806	$ 11,048,697
Contributions	$ -	$ -	$ -
Non-Profit (Foundation, etc.)	$ -	$ -	$ -
Other (specify): Agency cash	$ 318,177	$ 527,388	$ 481,000
Carry Forward from Prior Year	$ 128,399	$ 638,744	$ -
Allocations from Agencies/Case Services	$ 3,313,976		$ -
TOTAL:	**$ 38,729,229**	**$ 38,346,679**	**$ 36,655,679**
Expenditures	**FY 2018-19 Actual**	**FY 2019-20 Estimated**	**FY 2020-21 Estimated**
Personal Service	$ 2,944,045	$ 3,416,678	$ 3,341,815
Contractual Services	$ 2,316,453	$ 2,254,901	$ 2,740,800
Supplies & Materials	$ 485,662	$ 359,951	$ 77,500
Fixed Charges	$ 270,697	$ 229,020	$ 278,000
Travel	$ 58,793	$ 39,040	$ 70,000
Equipment	$ -	$ -	$ -
Utilities	$ 11,670	$ 11,933	$ 10,000
Employer Contributions	$ 1,272,038	$ 1,329,220	$ 1,236,471
Case Services	$ 30,357,278	$ 30,627,161	$ 28,901,093
Allocations to Dist/Schools/Agencies/Entities			
Other: Transfers			
TOTAL:	**$ 37,716,636**	**$ 38,267,904**	**$ 36,655,679**
Balance Remaining	**$ 1,012,593**	**$ 78,775**	**$ (0)**
# FTES:	95	95	95

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	**Call Me MiSTER**	**Address**	202 Holtzendorff Hall Clemson, SC 29634

FY 2019-20 EIA Appropriation	**$500,000**	**FY 2020-21 EIA Funding Request**	$500,000

Program Contact	**Dr. Roy I. Jones**	**Division/Office**	Clemson University
Contact Title	**Executive Director**	**Address**	204 Holtzendorff Hall Clemson, SC 29634
Contact Phone	**864-656-7915**	**Contact E-Mail**	royj@clemson.edu

Summary of Program:

Clemson's Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is an innovative and effective leadership development program for African American males to prepare and place them as teachers and role models in some of South Carolina's poorest and most underserved communities and elementary schools. Student participants are largely selected from among underserved, socio-economically disadvantaged and educationally at-risk communities. Call Me MISTER is housed at Clemson University, yet partnerships have been developed with 24 four-year and two-year institutions in South Carolina. The Call Me MISTER program aligns with the profile of the South Carolina Graduate by addressing world class skills, specifically identified as innovation, collaboration and teamwork.

Call Me MISTER currently serves 153 students enrolled in 24 participating institutions in South Carolina, including 16 four-year partners and 8 two-year partners. The program provides:

- Tuition support for admitted students pursuing approved programs of study in teacher education
- An academic support system to help ensure success
- A cohort system for social and cultural support
- Assistance with job placement

Since its inception Call Me MISTER has graduated 240 fully certified career teachers. However due to population growth the overall percentage of African American males remains about the same.

Anderson University
Benedict College
Claflin University
Coastal Carolina University
College of Charleston
Lander University
Limestone College
Morris College
Newberry College
South Carolina State University
Southern Wesleyan University
University of South Carolina Aiken
University of South Carolina Beaufort
University of South Carolina Upstate
Winthrop University
Aiken Technical College
Greenville Technical College
Horry Georgetown Technical College
Midlands Technical College
Piedmont Technical College
Spartanburg Community College
Tri County Technical College
Trident Technical College

- The completed report packet should contain **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	$175,000	%35
Allocated to Other Entities (Please Explain)	$325,000 To partner institutions for student support	%65
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$	%

    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.

_____ 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.

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	South Carolina faces an overall teacher shortage that has been growing annually over the past few years. Districts reported 550 teaching positions went unfilled this academic year which is a 16% rise from the previous year (CERRA, 2018). It is both a recruitment and retention issue. Further, Call Me MISTER is designed to address the severe shortage of African American male teachers serving at the elementary school level which is less than 1% or 250 teachers serving in over 700 elementary schools. In 2015-16 the state had 48% minority students, but only 17% minority teachers (SCDE, 2017) this number continues to decline.
Goal	To address the severe shortage of primarily African American male teachers serving in South Carolina elementary schools by increasing the number of new enrollees by 5% or 9 students annually among 16 4-year colleges and increasing the number of graduates by 5% or 12 teachers annually. In addition, the program will increase the 2-year college enrollment by 50% or 8 students annually among 8 2-year colleges.

Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
To build and develop a network of collaborating	Provide a developmental framework to ensure a	Since its inception Call Me MISTER has graduated 240 fully certified	By recording the number of students enrolling at a	80% of juniors officially accepted into teacher

Partnerships/Programs/Agencies

colleges and school districts for identifying and recruiting prospective pre-service teachers. Incentivize students by providing some financial assistance and support services.	pathway of successful matriculation. Through a cohort model, living learning communities and regular individual and group mentoring.	career teachers. 95% of MISTERS are still teaching in a public school. 5% are serving as school administrators.	collaborating college each year and matriculating at each grade level. By recording the number of students completing their program of study. 80% of freshman pass the PRAXIS Core exam.	education programs. All college partners will enroll between 3-5 students annually.

Partnerships/Programs/Agencies

Fiscal Year 2019-20				
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 population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
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 population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)

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**.

- National education studies suggest that all students benefit from having a diverse teacher workforce with positive short and long-term impact on educational attainment experienced by low income students of color are especially pronounced (Anderson, 2015; Strauss, 2017).
- Given the largest teacher shortages are concentrated in schools with higher minority student populations (Hansen & Quintero, 2018) recruiting and retaining highly effective minority teachers with a focus on placing them into vacancies in the most disadvantaged schools is a critical step toward improving educational and employment outcomes across the state.
- The Call Me MISTER program has taken a 'grow-our-own' approach to recruiting and developing African American male teachers in South Carolina through a network of 2 and 4-year colleges with a significant retention rate of 95% remaining in the classroom over a 14-year period.
- In cooperation with Clemson's newly established Center of Excellence, Call Me MISTER will engage in the process of conducting research to better understand how the different components if the program contributes to the program's success.

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**.

- Declining interest among traditional high school graduates to pursue teaching as a major.
- The Praxis Core exam is a real hurdle and challenge for many potential pre-service teachers.
- Increasing cost of higher education and perceived low salary of teachers in a competitive labor market.

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

A. Outcomes

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

Biannually at the beginning of each semester, every partner institution must submit an updated roster (see attached) that includes MISTERs in good standing. Our allocation of funding is directly tied to an institution's enrollment. Every partner operates with a formal license agreement issued by Clemson University and they must renew their license agreement annually. Every institution is required to complete and return a matrix form on every student (see attached). The program hosts an annual statewide summit. The program hosts an annual graduation, recognition ceremony for every graduating MISTER. To date, 99% of MISTER graduates had contract offers immediately upon graduation.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, 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?

- No changes in original program plan.
- Yes services/activities are going as planned.
- Yes, program is reaching the intended target population.
- Yes, all indicators are expected to produce desired outcome.
- The program relies on its Site Coordinators to meet weekly with MISTERs to ensure they receive support services and program benefits as prescribed.
- In addition, program administrators meet annually for a 2-day retreat with campus Site Coordinators to discuss program status, updates, objectives and resources.

C. External Evaluation

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

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

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

Program Planning and Fiscal Information

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:	$1,300,000	$1,300,000
EIA	$500,000	$500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources: License agreement fees	$9,500	$10,000
Grant	$249,400	249,400
Contributions	$50,000	$50,000
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**566,895**	**954,523**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials	43,895	55,000
Fixed Charges		
Travel	58,461	65,000
Equipment	10,000	15,000
Employer Contributions	436,460	500,000
Allocations to Districts/Schools/Agencies/Entities	1,173,906	1,700,000
Other: Transfers		
Balance Remaining	954,523	728,923
TOTAL:		
# FTES:	**4**	**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?

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.

- 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	EEDA/Regional Education Center	**Address**	1201 Main Street Suite 1600 Columbia, SC 29201

FY 2019-20 EIA Appropriation		**FY 2020-21 EIA Funding Request**	

Program Contact	Elisabeth Kovacs	**Division/Office**	SC Dept. of Commerce
Contact Title	Deputy Director for Workforce Development	**Address**	1201 Main Street Columbia, SC 29201
Contact Phone	803-737-2329	**Contact E-Mail**	ekovacs@sccommerce. com

Summary of Program:

As defined by the Education and Economic Development Act, the Regional Education Centers are to coordinate and facilitate the delivery of information, resources and services to students, educators, employers and the community.

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	$1,952,000	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: Chapter 59 of Title 59 Section 59-59-180 Section 13-1-1810 Section 13-1-1820

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 1A.43.   (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. 1A.44.   (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

Regulation(s): N/A

B. Other Governing Guidelines

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

_____	Yes	_____X_____	No	

If yes, please describe:

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.

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?)
Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Number of educators receiving information, resources, and services	7,500	9,529	
	Number of students receiving information, resources, and services	40,000	78,350	

Partnerships/Programs/Agencies

	Number of high schools participating in the Renaissance Manufacturing Initiative	200	230 (doesn't include career centers)	
	Number of existing industries participating in the Renaissance Manufacturing Initiative	200	275 and 77,000 students	

Partnerships/Programs/Agencies

Fiscal Year 2019-20				
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 population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Number of educators receiving information, resources, and services at sponsored events	**8,000**		
	Number of students receiving information, resources, and services at sponsored events	**42,500**		
	Number of high schools and technical colleges participating in the Renaissance Manufacturing Initiative during the current period	**225**		
	Number of existing industries participating in the Renaissance Manufacturing Initiative during the current period	**225**		

Partnerships/Programs/Agencies

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Facilitate the delivery of information, resources, and services to students and their parents, educators, employers in our local communities.	Number of educators receiving information, resources, and services at sponsored events	8,000		
	Number of students receiving information, resources, and services at sponsored events	42,500		
	Number of high schools and technical colleges participating in the Renaissance Manufacturing Initiative during the current period	225		
	Number of existing industries participating in the Renaissance Manufacturing Initiative during the current period	225		

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**.

> Career Development Facilitator training for educators
> Career fairs, business/industry showcases and tours, soft skills workshops and other conferences for educators and students
> STEM summer camps
> College application days
> Boeing County Days

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**.

> n/a

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

A. Outcomes

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

Will continue to measure the number of students and educators receiving information and/or resources related to types of jobs available.

Will measure the number of students and high schools utilizing Tallo (formerly STEM Premier) and analytics associated with student activity regarding scholarship opportunities and business and post-secondary engagement.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

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

All REC activities contribute through a variety of ways to include:
Career Development Facilitator training for educators
Career fairs, business/industry showcases and tours, soft skills workshops and other conferences for educators and students
STEM summer camps
College application days
Boeing County Days
Tallo Training

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.

n/a

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**   _____ **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	1,952,000	1,952,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	**127,076**	215,041

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	1,006,206	1,030,000
Contractual Services	91,268	50,000
Supplies & Materials	13,726	10,000
Fixed Charges	22,804	15,000
Travel	53,164	50,000
Equipment		
Employer Contributions	371,457	390,000
Allocations to Districts/Schools/Agencies/Entities	305,410	455,000
Other: Transfers		
Balance Remaining	215,041	167,041
TOTAL:	**2,079,076**	**2,167,041**
# FTES:	**12**	**12**

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?

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.

- 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	TransformSC	**Address**	**1411 Gervais Street Suite 450 Columbia, SC 29201**

FY 2019-20 EIA Appropriation	$400,000.00	**FY 2020-21 EIA Funding Request**	$400,000.00

Program Contact	**Dr. Margaret (Peggy) Torrey**	**Division/Office**	**South Carolina Council on Competitiveness**
Contact Title	**Director of TransformSC**	**Address**	**1411 Gervais Street Suite 450 Columbia, SC 29201**
Contact Phone	803-760-1400	**Contact E-Mail**	ptorrey@sccompetes.org

Summary of Program: TransformSC (TRSC) began in 2013 to transform public education so that every student graduates prepared for citizenship, college, and careers. The initiative it has grown to include 71 schools from 29 districts with 7 districts participating at the district level. All are transforming instruction and student learning through a combination of innovative practices such as project-based learning, blended learning, competency-based progression, continuous assessment, and creating a culture of innovation in their schools and communities. Interested schools and districts develop a three-year innovation plan outlining their transformational practices. By the end of the third year, the school's approach to innovation must include every student, every teacher, every classroom, every day. Schools work with mentor schools and districts that are already well into the transformation process. TRSC provides support to its network schools in a number of ways including: professional development events that allow educators to hear and work with national and state transformational leaders including an annual conference, a variety of Institutes, visits with businesses across the state to ascertain better education and workforce planning needs; a bus tour for legislative and business leaders to visit network schools that showcase their innovations; and school tours with in-depth, on-site problem-solving by the Transformational Leaders' Network of principals. Regular studies are conducted using an outside vendor to look at results and ascertain what is working so that successful practices can be shared and scale.

1

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	$ 281,225.42	93.7 %
Allocated to Other Entities (Please Explain)	$	%
Other (Please Explain)	$18,774.58 allocated to 38 school districts to participate in professional development	6.3 %
Other (Please Explain)	$	%
TOTAL:	$ 300,000.00	100.0 %

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

Of the funds "Allocated to School Districts," please denote how the funds 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	**XX**	No

If yes, please describe:
N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

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	America's education system was designed for the industrial age and is badly outdated. It cannot produce the results needed for the 21st century and beyond. South Carolina must radically change its PK-12 education system to increase the number of students graduating ready for college, career, and citizenship without remediation and with globally recognized knowledge and certifications.	
Goal	To transform public education in South Carolina so that every student graduates prepared for citizenship, college, and careers.	

Strategies and Resources	Activities/Intervention	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Our approach is grassroots with each school tailoring its innovation to its specific community and needs. Schools apply to join the network by submitting a three-year innovation plan. Approaches must include every student, every teacher, every classroom, every day and we always look for instructional approaches that are student-centered, personalized, and enhanced with technology. Schools use each of these elements to ensure that ALL learners achieve ALL aspects of the Profile of the SC Graduate so that they are well prepared for careers, college, and citizenship. _(Continued to next page)_	1. TransformSC supports its network of schools by providing events and training that highlight innovation and enhance its implementation, matching schools and their innovative approaches for visits and mentoring, and promoting innovative practices that can be replicated around the state. 2. TransformSC also provides events and information that enhance the understanding and relationships between the education and business communities. _(Continued to next page)_	1. Participation in events and evaluations of events following participation, specifically, whether new information will impact practice. 2. Feedback and results from our schools based on self-report and outside studies, specifically, are their innovations making a positive difference with students in ways that reflect outcomes listed on the Profile of the SC Graduate, e.g., communication, teamwork, creativity and critical thinking. 1. Participants fill out evaluations for every event that we sponsor and we use the evaluations to improve and offer even more relevant opportunities. _(Continued to next page)_	At least 85% of event participants say that something they learned will immediately impact their classroom practices or educational setting. At least 90% of event participants report that the event increased their knowledge about innovative practices. PBL is being implemented faithfully according to the Buck Institute model in network school classrooms; leadership is knowledgeable and engaged in the PBL innovation; and teachers, students, and parents understand and have positive views of the practice and are seeing desired results as measured by observation, interview, and survey tools developed by the Riley Institute for our study . _(Continued to next page)_	1.Following the PBL Institute, over 90% of participants said that they had learned something that they would put into practice immediately, over 92% said they increased their knowledge about student feedback and evaluation in PBL teams among other aspects of PBL implementation, 89% said they increased their knowledge of how to use businesses and the community as reviewers and facilitators in PBL, and 99% said they would recommend a similar institute to a friend. _(Continued to next page)_

As an example, we will outline one of the strategies chosen and used by some of our network schools in this section and our work to support them. We will highlight Project-based Learning (PBL) which is the most prevalent approach among our schools.	3. TRSC advocates with educators, business leaders, and policymakers for education innovation and provides activities that enhance understanding across these diverse communities including an annual bus tour that takes policy makers and business leaders into network schools to experience innovation first-hand and business visits for educators to let them hear first hand about desired skills and characteristics, observed gaps in those skill areas, and employment assessment techniques. *(Continued to next page)*	2. TRSC commissioned a multi-year study with the Riley Institute of several TRSC schools engaged in project-based learning ("PBL"). The study included instruments developed by Riley to measure fidelity to the model measured through a detailed classroom observation tool, as well as student, teacher, and parent satisfaction; surveys;and principal and leadership team knowledge of and engagement in PBL as measured by interview protocols. 3. TRSC also contracted with the Riley Institute to analyze all publically available data for all 65+ TRSC schools across the period 2011 -12 to 2017-18 to look for trends in both academic and non-academic variables including, but not limited to all state test scores; attendance; discipline; graduation rates; teacher retention; teacher, student, and parent satisfaction surveys.	Over a period of years, our network schools will see steady improvement in student characteristics and skills such as creativity, critical thinking, communication, team work, etc.	2. The results are currently being disseminated to network schools. Each school is receiving a detailed report of its progress on all variables from 2011-12 to 2017-18. Summary reports and trend analyses are on-going and will be shared when data from the 2018-19 year are added. The preliminary results show that most network schools saw gains on end-of-course assessments and WorkKeys scores as well as positive progress on a number of non-academic variables including attendance; discipline; graduation rate; dual enrollment; applied math scores; and parent, teacher, and student satisfaction measures concerning the learning environment, the social-physical environment, and school-home relations. *(Continued to next page)*

4. TRSC communicates about educational innovation with stakeholders, community members, businesses and policy makers. *Events during 2018-19 included:* 1. TRSC paired schools with mentor schools also implementing PBL and facilitated visits among them. 2. TRSC provided the PBL Institute that brought in national and state experts for a day of learning and provided over 130 educators with new skills that over 90% said they would implement immediately. *(Continued to next page)*		3. Evidence from the Riley's three-year study of project-based learning in several of our network schools showed that when compared to demographically-matched non-PBL students in academic year 2015-16 most PBL students scored significantly higher on DESSA (an assessment that measures social-emotional outcomes) ratings than other similar-aged students nationwide and saw no significant differences on SC Ready in English Language Arts and Math, *This finding is good news! Project based learning enhances essential "soft," non-technical skills with no detrimental effect on achievement.* *(Continued to next page)*

Partnerships/Programs/Agencies

3. TRSC provided its annual conference with a PBL "track" featuring national experts as well as schools from across the country and the state that had achieved positive results using the PBL approach.

4. The annual Bus Tour visited three innovative network schools in the Pee Dee.

5. Educators visited Southeastern Freight and General Electric.

6. The Transformational Leaders' Network visited two schools and engaged in collective program solving with them.

These "soft" skills are an integral part of the Profile of the SC Graduate, SC's identified and codified goal for every SC student. They are also highly valued by parents as documented by a 2016–17 statewide poll conducted for TransformSC. In that poll which measured parents' perceptions of the importance of soft skills, almost 100% believed that those skills are important for success in both college and careers and over 98% of parents believed that schools and families share the responsibility for teaching them. However, parents gave SC schools only a 6.6 out of 10 on their effectiveness in this type of instruction, emphasizing the importance of the personalized,

(Continued to next page)

engaging instructional approaches used by TRSC schools.

The Riley PBL study also found that parents, students, and educators also had positive feedback about project-based learning. Parents at all levels reported that their students were learning many of the academic and non-academic, social-emotional skills that they were not learning as well prior to PBL. Most students reported that PBL helps them learn more in school, better understand how to show what they have learned in school, believe they have a say in their learning, and feel excited about learning. Most educators reported that student achievement, class participation, enthusiasm for course material, and student motivation are better with PBL than with previously used instructional methods and that PBL has helped students develop

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

		communication skills, work effectively with others, express creativity while learning, and think critically.

Fiscal Year 2019-20		
Problem/Issue		
Goal		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Our approach is grassroots with each school tailoring its innovation to its specific community and needs. Schools apply to join the network by submitting a three- year innovation plan. Approaches must include every student, every teacher, every classroom, every day and we always look for instructional approaches that are student-centered, personalized, and enhanced with technology. Schools use each of these elements to ensure that ALL learners achieve ALL aspects of the Profile of the SC Graduate so that they are well prepared for careers, college, and citizenship.	1. TransformSC supports its network of schools by providing events and training that highlight innovation and enhance its implementation, matching schools and their innovative approaches for visits and mentoring, and promoting innovative practices that can be replicated around the state. 2. TransformSC also provides events and information that enhance the understanding and relationships between the education and business communities. 3. TRSC advocates with educators, business leaders, and policymakers for education innovation and provides activities that enhance understanding across these diverse *(Continue on next page)*	1. Event evaluations and feedback, 2. Updated results of the Riley study to include 2018–19 data and analyses of patterns and trends across the network 3. Implementation of metrics and evaluation models determined during study of effective alternative assessments and our advocacy for, and input on developing and implementing them in schools. 4. Shared goals to evaluate our partnership work developed in collaboration with KnowledgeWorks. 5. Shared goals to evaluate our partnership work developed in collaboration with ALL4SC.	At least 85% of event participants say that something they learned will immediately impact their classroom practices or educational setting. At least 90% of event participants report that the event increased their knowledge about innovative practices. Over a period of years, our network schools will see steady improvement in student characteristics and skills such as creativity, critical thinking, communication, team work, etc. A goal to be determined based on our work around alternative assessment. A target for each goal set for our partnership with KnowledgeWorks and SCDOE. A target for each goal set for our partnership with ALL4SC.	

communities including an annual bus tour that takes policy makers and business leaders into network schools to experience innovation first-hand and business visits for educators to let them hear first hand about desired skills and characteristics, observed gaps in those skill areas, and employment assessment techniques.

4. TRSC communicates about educational innovation with stakeholders, community members, businesses and policy makers.

5. Continued work around alternative assessment

6. We will also be partnering with KnowledgeWorks and the SCDOE Office of Personalized Learning to expand innovation at the school district level.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

Fiscal Year 2020-21			
7. Another new partnership "In the works" is with the ALL4SC effort at USC. Details about the work are being discussed and agreed upon			
Problem/Issue			
Goal			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment Tools
Our approach is grassroots with each school tailoring its innovation to its specific community and needs.	1. TransformSC supports its network of schools by providing events and training that highlight innovation and enhance its implementation, matching schools and their innovative approaches for visits and mentoring, and promoting innovative practices that can be replicated around the state.	1. Event evaluations and feedback	At least 85% of event participants say that something they learned will immediately impact their classroom practices or educational setting.	
Schools apply to join the network by submitting a three- year innovation plan. Approaches must include every student, every teacher, every classroom, every day and we always look for instructional approaches that are student-centered, personalized, and enhanced with technology. Schools use each of these elements to ensure that ALL learners achieve ALL aspects of the Profile of the SC Graduate so that they are well prepared for careers, college, and citizenship.		2. Updated results of the Riley study to include 2018--19 data and analyses of patterns and trends across the network Implementation of metrics and evaluation models determined during study of effective alternative assessments and our advocacy for, and input on developing and implementing them in schools.	At least 90% of event participants report that the event increased their knowledge about innovative practices.	
	2. TransformSC also provides events and information that enhance the understanding and relationships between the education and business communities.	Shared goals to evaluate our partnership work developed in collaboration with KnowledgeWorks. Shared goals to evaluate our partnership work developed in collaboration with ALL4SC.	Over a period of years, our network schools will see steady improvement in student characteristics and skills such as creativity, critical thinking, communication, team work, etc.	
	3. TRSC advocates with educators, business leaders, and policymakers for education innovation and provides activities that enhance understanding across these diverse communities including an annual bus tour that takes		A goal to be determined based on our work around alternative assessment.	
	(continue on next page)		A target for each goal set for our partnership with KnowledgeWorks and SCDOE.	
			A target for each goal set for our partnership with ALL4SC.	

Partnerships/Programs/Agencies

policy makers and business leaders into network schools to experience innovation first-hand and business visits for educators to let them hear first hand about desired skills and characteristics, observed gaps in those skill areas, and employment assessment techniques.

4. TRSC communicates about educational innovation with stakeholders, community members, businesses and policy makers.

5. The alternative assessment work will be further developed and implemented.

6. The partnership with KnowledgeWorks and the SCDOE Office of Personalized Learning to further innovation at the school district level will continue.

7. The partnership with ALL4SC will continue and evolve as that initiative enters its second year.

(continue on next page)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

8. Each year, TransformSC talks with our network schools and partners to determine needs for the following year and adds strategies and activities to address those areas.			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

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.**

Since our schools choose their innovative approach, included below are links to research on Project-based Learning, Competency-based Education, Montessori, and which cover most of their approaches.

PBL

- http://www.bobpearlman.org/BestPractices/PBL_Research.pdf
- https://www.sciencedirect.com/science/article/pii/S1747938X19300211
- https://www.researchgate.net/publication/275959212_The_Effect_of_the_Project-Based_Learning_Approach_on_the_Academic_Achievements_of_the_Students_in_Science_Classes_in_Turkey_A_Meta-Analysis_Study
- https://www.jstor.org/stable/35160792seq=1#page_scan_tab_contents
- https://www.edutopia.org/pbl-research-evidence-based-components
- https://eric.ed.gov/?id=ED501593
- https://www.edutopia.org/pbl-research-learning-outcomes
- https://my.pblworks.org/resource/document/summary_of_research_on_pbl
- https://researchmap.digitalpromise.org/topics/project-based-learning/
- https://gregashman.wordpress.com/2016/09/07/evidence-for-project-based-learning/

CBE

- https://www.rand.org/content/dam/rand/pubs/research_reports/RR700/RR732/RAND_RR732.pdf
- https://www.greatschoolspartnership.org/proficiency-based-learning/research-evidence/

Montessori

- https://riley.furman.edu/sites/default/files/docs/MontessoriFullReportforprint.pdf

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.**

Pending education legislation including the proposed omnibus bill, bills about the implementation of competency-based education, expansion of 4K, etc.

The continued expansion of the Montessori and New Tech models across the state

Changes in the school funding model

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

A. Outcomes

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

See last column of 2018--19 logic model and information in implementation section below for outcomes information.

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?

TransformSC has continued to expand. It has grown from the original 37 schools to 71. Each year, staff works with network schools to determine needs and direction for the coming year. Our overarching goal is to support our schools in whatever ways are most beneficial to them. As noted above in the logic model for last year, we commissioned a study by the Riley Institute to take a longitudinal look at a number of variables across all of our schools. The results are currently being disseminated to network schools. Each school is receiving a detailed report of its progress on all variables from 2011-12 to 2017-18. Summary reports and trend analyses are on-going and will be shared when data from the 2018-19 year are added. The preliminary results show that most network schools saw gains on end-of-course assessments and WorkKeys scores as well as positive progress on a number of non-academic variables including attendance; discipline; graduation rate; dual enrollment; applied math scores; and parent, teacher, and student satisfaction measures concerning the learning environment, the social-physical environment, and school-home relations.

Evidence from the Riley's three-year study of project-based learning in several of our network schools showed that when compared to demographically-matched non-PBL students in academic year 2015-16 most PBL students scored significantly higher on DESSA (an assessment that measures social-emotional outcomes) ratings than other similar-aged students nationwide and saw no significant differences on SC Ready in English Language Arts and Math. This finding is good news! Project based learning enhances essential "soft," non-technical skills with no detrimental effect on achievement. These "soft" skills are an integral part of the Profile of the SC Graduate, SC's identified and codified goal for every SC student. They are also highly valued by parents as documented by a 2016--17

statewide poll conducted for TransformSC. In that poll which measured parents' perceptions of the importance of soft skills, almost 100% believed that those skills are important for success in both college and careers and over 98% of parents believed that schools and families share the responsibility for teaching them. However, parents gave SC schools only a 6.6 out of 10 on their effectiveness in this type of instruction, emphasizing the importance of the personalized, engaging instructional approaches used by TRSC schools.

The Riley PBL study also showed that parents, students, and educators had positive feedback about project-based learning. Parents at all levels reported that their students were learning many of the academic and non-academic, social-emotional skills that they were not learning as well prior to PBL. Most students reported that PBL helps them learn more in school, better understand how to show what they have learned in school, believe they have a say in their learning, and feel excited about learning. Most educators reported that student achievement, class participation, enthusiasm for course material, and student motivation are better with PBL than with previously used instructional methods and that PBL has helped students develop communication skills, work effectively with others, express creativity while learning, and think critically.

The following are quotes from participants that reflect their perception of TRSC and the event and services we offer.

Aisha Hunter, Principal, Bates Middle School, Sumter County: TRSC Helps to Create a Vision: I really want to say 'Thank You' for TransformSC because they gave us a vision, a direction, and they allowed us to see what was possible.
Jill Davis, Senior Vice President of Strategic and Ancillary Services for Blue Cross Blue Shield of SC : What Businesses Need: I'm really excited to be a part of TransformSC's conference this year. I think this is an excellent platform to convene educators from across the state, to challenge them to keep innovating and pushing our students to learn skills beyond just the rote memorization or the basics. The basics are important but in order to hit the ground running in business, they have to be able to apply the basic knowledge to the current environment and be willing to be adaptable and to be continuous learners and critical thinkers and I think TransformSC is really enabling that to continue happening."
Michael Delaney, Principal, Carolina High School, Greenville County: How Project Based Learning is Affecting Students: I can remember one young lady who came to us as a freshman and was as quiet as could be. She was kind of the 'sit in the corner', ' never got in trouble' [student]. No one really ever saw her because she was so quiet but she always did well in all of her classes. By the time she was a senior and going through project-based learning, doing projects for the community and the school, having to collaborate in groups, she became a large voice for our large hispanic community.

Selected quotes from our event throughout the year:

i. In response to the question: what is something you learned that you will implement in your school:
From PBL Institute: I plan to work with teachers on ways to make their PBL projects more connected to the community. I feel as if we need to make more connections to the projects outside of school.
. **The importance of teaching and modelling the soft skills!**

From GE Visit: Almost everything we were exposed to will be beneficial in guiding students as they choose their career paths.

. The importance of resiliency!

. I like the statement, "We fail quick and keep on going." I'm going to present this to my 6th grade students as a work skill.

II. In response to the question, "What was the best part about the institute/visit":

From PBL Institute:

. Networking with different professionals from around the state. Innovation is hard, lonely work!

. Collaboration: Being able to speak to various teachers about how this looks in their classrooms and schools, their successes and challenges, etc.

From GE Visit. Hearing the kinds of workers GE is looking for. Also the types of interview questions/scenarios that would be presented to potential candidates is important to pass along to students.

. Being able to hear what GE is expecting in its employees, getting an idea of the job market, and the different career fields, soft skills expectations—all are things we can convey to students.

. Seeing real world application of innovative ideas. The end goal that we are preparing students for.

. Talking with GE employees and getting a better understanding of what is needed in the workforce.

. Thank you for this event. It has stimulated thoughts about what we can work toward in the future—particularly with our STEM activities.

. Keep doing what you're doing!

IV. **Bus Tour:** I learned about the diverse program options that are available in different grade levels for students.

. There are many great programs, schools, and students. It is important to be able to scale them so that all students have access to quality education and are prepared for a career.

. The interaction with students is always my favorite part—their perspectives are always refreshing and relevant

C. External Evaluation

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

Two external studies have been conducted, but they were not formal evaluations. 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.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

The most recent study (not evaluation) is the Riley longitudinal analysis of TRSC school data from 2011--12 through 2017--18 which is not yet complete, but was begun during the 2018--19 school year. Please see the logic model and the implementation sections above for descriptions of the studies and their outcomes. A hyperlink to the most recent longitudinal study is not yet available since it is not final.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

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?

_____ Yes   __XXXX__ 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	300,000.00	400,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions	68,500.00	30,000.00
Non-Profit (Foundation, etc.)		
Other (specify): (Event income, In-kind income)	45,975.57	53,310.00
Carry Forward from Prior Year		
Total Revenue	414,475.57	483,310.00

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

Personal Service	142,953.71	153,282.00
Contractual Services	127,660.49	127,136.00
Supplies & Materials	8.63	250.00
Fixed Charges		
Travel	4,566.58	5,250.00
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Other: Event expenses, In-kind, marketing, fees	125,830.43	164,510.00
Total Expenditures	**401,019.84**	**450,428.00**
Balance Remaining	13,455.73	32,882.00
# FTES:	1.42	1.43

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
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):

___XXX___ 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	$ 400,000
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	$ 400,000

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

Partnerships/Programs/Agencies

FISCAL IMPACT	

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

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

Partnerships/Programs/Agencies

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	Charter Per Pupil Funding	**Address**	Charter Per Pupil Funding

FY 2019-20 EIA Appropriation	$79,784,299	**FY 2020-21 EIA Funding Request**	$117,945,448

Program Contact	Chris Griner	**Division/Office**	South Carolina Public Charter School District
Contact Title	Chief Financial Officer	**Address**	3710 Landmark Drive Suite 201 Columbia, SC 29204
Contact Phone	803-457-2724	**Contact E-Mail**	cgriner@sccharter.org

Summary of Program:

These funds are appropriated to provide educational opportunities for students attending charter schools authorized by the SC Public Charter School District (SCPCSD). For the school year 2015-16, this funding was appropriated at a level of $3,600 per weighted pupil unit (WPU) at brick and mortar schools and $1,900 per WPU at virtual schools. This funding is to supplement the base student funding to ensure that state-sponsored charter schools have the necessary funding to provide a free and appropriate public education for the more than 25,000 students across the state that have chosen these schools. This funding is required because schools authorized by the SCPCSD are not allocated local funding through their municipalities. Over the last five years, local funding for schools has increased by more than 16% per pupil on average across the state, whereas the equivalent funding through this EIA program for charter schools on a per pupil basis has not been increased. In addition, the national inflation rate has totaled 6.8% over the same period with no adjustment to the base amounts per pupil.

- The completed report packet should contain **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 SCDE	$	%
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 expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

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 59-29-170, Part IB, Section 1A H63 – Department of Education - EIA

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

1A.50

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.

EIA Programs Administered by SC Department of Education

Sample Logic Model Problem/Issue	By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free and appropriate education for the more than 25,000 public school students.				
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools

SCPCSD authorizes and holds accountable 35 independent and autonomous charter schools. Each school is responsible for developing and maintaining curriculum, teaching standards, assessments and facilities to ensure that they are contributing to closing the achievement gap in the state.	SCPCSD monitors charter school performance and takes appropriate corrective actions when charters do not meet performance standards. Additionally, the SCPCSD determines whether each charter school's performance merits replication, renewal, non-renewal, or revocation.

When making recommendations to the SCPCSD Board which impact the term of a school's charter, the SCPCSD focuses on three fundamental questions consistent with the Charter Schools Act:

Academic Performance: Is the educational program a success.
Financial Performance: Is the school financially viable and sustainable?
Student and Family Rights: Is the school fulfilling its obligations to students and families? | Current | Evidence of progress towards the development of a set of high-quality charter schools includes:

- A highly selective and rigorous application process that ensures that only those applicants which the Board determines have capability to meet the high standards of excellence to open a new school are approved. Over the course of 2018-2019 the SCPCSD Board revoked the charter of one school that was consistently unable to demonstrate measurable success in progressing towards academic proficiency for students. | 90% of the SCPCSD's portfolio of schools are categorized as being in Good Standing. This means that they are meeting or exceeding the academic, operational, and equity standards established by the SCPCSD. Of those schools currently authorized by the SCPCSD, nearly 3/4 saw increases in the percentage of points earned on the indicators and measures that operationalize these standards. Further, more than 1/3 of these schools were honored as Schools of Distinction for either demonstrating levels of performance across subjects that place the school in the top quartile of statewide performance or for producing levels of student growth schoolwide that far exceed state standards. | **ACADEMIC PERFORMANCE**

1. **Student Achievement**
2. **Subgroup Performance**
3. **Student Growth**
4. **College and Career Readiness**
5. **Comparative Performance**
6. **State and Federal Accountability**
7. **Optional School-Specific Goals**

Financial Performance

1. **Near Term Indicators**
2. **Sustainability Indicators**

Student Achievement

1. **Access and Equity**
2. **Health and Safety**
3. **Leadership** |

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	By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free and appropriate education for the more than 25,000 public school students.			
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
The SCPCSD passes on more than 98% of the proviso funding directly to our schools which enable them to develop and execute their plans for their unique programs and	The SCPCSD provides charter school operators and governing boards with clear expectations of school performance, timely feedback, and a transparent monitoring	By reviewing academic performance against established standards and by reviewing financial performance against established financial standards.	See above.	See above.

students.	process.			

EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	**By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free an appropriate education for the more than 25,000 public school students.**			
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education			
Strategies and Resources (What intentional actions 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 SCPCSD will pass on more than 98% of this proviso funding directly to	**The SCPCSD provides charter school operators and governing boards**	**By reviewing academic performance against established standards and by reviewing**	**See above.**	**See above.**

our schools which enable them to develop and execute their plans for their unique programs and students.	with clear expectations of school performance, timely feedback, and a transparent monitoring process.	financial performance against established financial standards.		
Fiscal Year 2020-21				
Problem/Issue	By developing high-quality and rigorous schools of choice that are centers of innovation, the SCPCSD raises the bar for all students in South Carolina and empowers families with school choice. This proviso funding is necessary to ensure that charter schools authorized by the SCPCSD maintain adequate funding levels to provide a free an appropriate education for the more than 25,000 public school student			
Goal	Students surpass achievement and growth benchmarks set by the South Carolina Department of Education			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the	**Activities/Intervention** (What does the project or program do to make progress toward goal	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include	**Measures and Assessment Tools** (How do you measure your outputs and

program? What resources or investments will be used to implement each strategy?)	and/or address the problem?)	implementation progress and progress toward completing activities.)	measurable numbers that indicate impact on population being served.)	outcomes? What are your outcomes or measures?)
The SCPCD will continue to pass on more than 98% of this proviso funding directly to our schools which enable them to develop and execute their plans for their unique programs and students.	The SCPCSD provides charter school operators and governing boards with clear expectations of school performance, timely feedback, and a transparent monitoring process.	By reviewing academic performance against established standards and by reviewing financial performance against established financial standards.	See above.	See above.

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 Association of Charter School Authorizers (NACSA) has developed best practices for charter school authorizing and the principles and standards which the SCPCSD follows
http://www.qualitycharters.org/for-authorizers/principles-and-standards/.
A quality authorizer engages in responsible oversight by ensuring that its charter schools have both the autonomy to which they are entitled and the public accountability for which they are responsible. The following three responsibilities lie at the heart of the authorizing endeavor, and authorizers should be guided by and fulfill these Core Principles in all aspects of their work:
THREE CORE PRINCIPLES OF CHARTER AUTHORIZING:
 1. MAINTAIN HIGH STANDARDS FOR SCHOOLS
 2. UPHOLD SCHOOL AUTONOMY
 3. PROTECT STUDENT AND PUBLIC INTERESTS

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**.

- Although there has been general cost inflation of more than 6.8% over the last 5 years, schools have been expected to operate with the same level of funding per pupil as has been allocated in the past.
- Local school districts have increased their funding to schools **by over 16%** over the last 5 years.
- The SCPCSD worked intensively with the SDE to make significant improvements to the charter school application process.
- 2 new SCPCSD schools have opened successfully in FY20.
- Likewise, in accordance with its accountability system, the SCPCSD Board voted to revoke the charter of one of its schools during FY18-19.

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

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

By statute and contract, all charter schools authorized by the SCPCSD are obligated to provide a high-quality education to students. The SCPCSD developed a School Performance Framework (SPF), an annual evaluation of school performance across academic, financial and operational components. This framework is based on guidance from NACSA, the best practices of high-quality charter school authorizers, and feedback provided by charter school stakeholders. The SPF includes criteria by which all SCPCSD charter schools are evaluated to determine if they are meeting their statutory and contractual obligations, informing both the SCPCSD, school communities and parents about school performance and sustainability.

http://www.sccharter.org/district-performance/

B. **Implementation**
   Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**
   - Has the program shifted or deviated from the original program plan? If yes, explain.
   - Are services or activities going as planned? If no, explain.
   - Is the program reaching the intended target population or the intended number of participants? If no, explain.
   - Is it leading to expected outcomes? If no, explain.

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

Over the last year, the SCPCSD has contracted somewhat as 10 schools transferred to a new statewide authorizer though 2 new schools did open in FY 20 and three more are projected for FY 21.

Although the Charter School Act requires charter schools to be representative of the state and the local district in which they are located, some of the schools in the SCPCSD need to take measures to ensure they are accessible to all students. One significant barrier to this accessibility is the absence of funding for transportation of students attending charter schools.

In terms of academic outcomes, the schools in the SCPCSD have a uniquely mixed portfolio. Some of the schools in the SCPCSD are among the highest performing schools in the state, whereas some schools need to make significant improvements to honor the promise of the Charter School Act.

C. **External Evaluation**
Has an independent program evaluation external to the organization been conducted?

_____X_____ Yes   _____ No

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

NACSA conducted and presented an Authorizer Evaluation report of the SCPCSD on August 21, 2018.

NACSA Findings:

- SCPCSD leadership has established a strong and uncompromising commitment to the principles of high-quality authorizing. The staff team shares this commitment, which guides core district activities and decision-making geared toward the establishment of great schools that achieve positive student outcomes.

  - SCPCSD is willing to take calculated but creative risks to attract and promote high-quality charter school operators, both within and external to its current portfolio of schools. Examples include an authorizer-fee-reduction incentive for high performers (see Practice Spotlight below), a new school fellowship program, and targeted/streamlined replication of strong schools.

- SCPCSD now implements all the core components of a comprehensive application process: clear application questions and guidance; fair, transparent procedures; rigorous criteria and review process using external expertise; and an interview of all qualified applicants. This is in contrast to practice prior to 2016.

SHORT-TERM RECOMMENDATIONS

RECOMMENDATION

1.1: Review allocation of internal capacity and staffing to ensure that the district performs all core authorizing functions at the highest levels, in alignment with its clear strategic direction and commitment.

2.1: Ensure that substantive authority for new school recommendations rests with district leadership, not external reviewers; assign the lead evaluator role to a SCPCSD staff member.

3.1: Ensure communications to school leaders and school boards are clear and comprehensive regarding the content and application of the Core Performance System and School Performance Framework.

3.2.: Improve communication around intervention notices and standing.

4.1: Leverage upcoming renewals as an opportunity to build early communication strategies and strengthen the portfolio.

LONG-TERM RECOMMENDATIONS

RECOMMENDATION

1.2.: Develop a strategic plan for leveraging the district's cash reserves to advance key priorities.

2.2: Establish a proactive support and review structure to maximize the potential for yielding the highest-quality charter applications while maintaining applicant autonomy and independence from the district.

3.3: Develop a site visit strategy and a corresponding site visit protocol that includes guidance for the individuals conducting the site visit and standard procedures for communicating with schools to ensure they understand the purpose and focus of the visit, and receive timely feedback post the visit.

4.2: Build relationships and develop long-term communication strategies with schools' boards.

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Program Planning and Fiscal Information

5. Recommendations

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

_____X_____ Yes   _____ No

 If "Yes," please describe recommendations below:

Increase in Proviso per Pupil: It is recommended that the per pupil as set forth in the Proviso be increased a modest 20%, to $4,320 for brick and mortar schools and $2,280 for virtual schools.

Update Charter Proviso Act: As NASCA recommends, the Charter School Act should be modified to ensure that all authorizers in the state be required to implement accountability measures that drive school quality.

6. Program Budget - The following information will be provided by the Office of Finance at the SC Department of Education for fiscal years 2018-19 and 2019-20.

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	$80,227,926	$79,784,299
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
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		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$78,623,368	$78,188,613
Other: Transfers		
District Administration	$1,604,558	$1,595,686
Balance Remaining		
TOTAL:		
# 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):

_____ 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	**$79,784,299**
Amount of increase requested in EIA funding for FY 2020-21	**$38,161,149**
Amount of decrease requested in EIA funding for FY 2020-21	**$**
Total amount of EIA funding requested for FY 2020-21	**$117,945,448**

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 South Carolina Public Charter School District (SCPCSD) has approved three new charter schools that are projected to open in school year 2020-21 and enroll approximately 580 additional students, with existing schools adding approximately 4,750 students through additional grades and expansion. In total, the SCPCSD anticipates 25,200 students will be attending SCPCSD charter schools come August 2020.

According to data reported by the Revenue and Fiscal Affairs Office, local funding for South Carolina schools has increased by an estimated $858 to $6,146 per pupil (a 16.2% increase from 2014-15). Over the same period, charter school proviso funding has remained unchanged at $3,600 for brick and mortar and $1,900 for virtual schools. It should also be noted that the inflation rate since 2014 has been a cumulative 6.8% but the charter school proviso has not been adjusted as mentioned above.

To ensure that public charter school students are afforded equitable educational opportunities, it is important to close this funding gap. It is recommended that the per pupil as set forth in the SCPCSD proviso be increased by 20% to $4,320 for brick and mortar students and to $2,280 for virtual students. Based on projected enrollment, this 20% increase generates an overall proviso request of $117,945,448 (a total increase of $38,161,149 which consists of the 20% increase of $19,657,575 and student growth of $18,503,574).

Even with the 20% increase in this proviso funding charter schools of the SCPCSD are projected to operate with approximately 20% less total per pupil funding ($10,999) than the average locally funded schools in South Carolina ($13,656).

Note: This budget request does not include the funding requirements for schools that are authorized by any Institute of Higher Education or any other LEA. It solely is a request for schools that are expected to be under the authorization of the SCPCSD in FY20-21.

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	**IA.49**

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

TITLE	**South Carolina Public Charter School Funding**

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Department of Education-EIA(H630)**

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	Priority 1: Recurring Request: SC Charter School District Proviso per Pupil Funding

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

REQUESTED ACTION	**Add/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	These funds are appropriated to provide educational opportunities for students attending charter schools authorized by the **South Carolina Public Charter School District (SCPCSD)**. For the school year 2019-20 this funding was appropriated at a level of $3,600 per weighted pupil unit (WPU) at a brick and mortar school and $1,900 per WPU at a virtual school. This funding is required to supplement the base student funding to ensure that state-sponsored charter schools have sufficient funding to provide a free and appropriate public education for the more than 25,200 students across the state that have chosen these schools. This funding is required because schools authorized by the SCPCSD are not allocated Local Funding through their municipalities. Over the last five years local funding for schools has increased by more than 16% per pupil on average across the state whereas the equivalent funding through this EIA program for charter schools on a per pupil basis has not increased. In addition, the cumulative inflation rate since 2014 has been 6.8% but the charter school proviso funding has remained unchanged. It is requested that the per pupil as set forth in the SCPCSD proviso be increased by 20% to $4,320 for brick and mortar students and to $2,280 for virtual students. Based on projected enrollment, this 20% increase generates an overall proviso request of $117,945,448 (a total increase of $38,161,149 which consists of the 20% increase of $19,657,575 and student growth of $18,503,574). It is also requested that the proviso be amended to only include funding for schools under the SCPCSD and that Charter School Funding for any charter school registered with an Institution of Higher Education be funded through a separate proviso.

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	Even with the 20% increase in this proviso, SCPCSD schools are projected to operate with approximately 20% less total per pupil funding ($10,999) than the average locally funded schools in South Carolina ($13,656). The overall projected fiscal impact of the 20% increase in per pupil funding for FY21 is $19,657,575.

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

PROPOSED PROVISO TEXT	**1A.49.** (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within the South Carolina Public Charter School District ~~or within a registered Institution of Higher Education:~~ Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District ~~or a registered Institution of Higher Education~~ shall receive ~~$1,900~~ $2,280 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District ~~or a registered Institution of Higher Education~~ shall receive ~~$3,600~~ $4,320 per weighted pupil. Three and four year old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District or registered IHE, shall receive ~~$3,600~~ $4,320 per student for brick and mortar charter schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South Carolina Public Charter School District and registered IHEs solely for purposes of funding under this proviso. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year ~~2019-20,~~2020-21, the timelines set forth for ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public Charter School District who wish to amend their applications after submission if they satisfy the following criteria as determined by the SCPCSD: 1) the applicant makes a written request to amend its charter application pursuant to this provision within the timeline prescribed by the SCPCSD; 2) the charter application is designed to address an existing achievement gap utilizing an evidence based educational program in an underserved geographical area of the state including, but not

==limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit; and 3) the SCPCSD determines that the charter application is reasonably comprehensive as written and that the applicant has the capacity to amend its application in the time allotted to meet the requirements of Section 59 40 60 and Section 59 40 70, of the 1976 Code.== ~~if the district determines that an applicant should be~~ ~~if the district determines that an applicant should be permitted to amend its application to meet the requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicants proposal to address an existing achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit~~. The South Carolina Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the outcomes of this extended time for a hearing at the end of the application cycle.

In addition, from the EIA funds appropriated in and carried forward from Act 97 of 2017, the Department of Education shall distribute to the South Carolina Public Charter School District, an amount equal to $~~3,600~~ ==$4,320== per pupil for three and four year old students with a disability, who were eligible for services under IDEA and who were enrolled in brick and mortar charter schools sponsored by the district or registered institution of higher education during the 2017-2018 School Year and for whom EIA funding previously was not provided. The district shall distribute the funds on a per pupil basis to the charter schools which provided the IDEA services and shall not retain any portion thereof. The schools shall submit documentation of the student count to both the district and the department before the funds are dispersed.

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

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

Program Summary			
EIA-Funded Program Name	Charter School Per Pupil Funding	**Address**	Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201

FY 2019-20 EIA Appropriation	$38,728,350.80	**FY 2020-21 EIA Funding Request**	$46,000,591.00

Program Contact	Ciera Bing	**Division/Office**	Charter Institute at Erskine
Contact Title	Executive Director of Finance	**Address**	Charter Institute at Erskine 1201 Main Street, Suite 300 Columbia, SC 29201
Contact Phone	(803)-429-2329	**Contact E-Mail**	fpfinance@erskinecharters.org

Summary of Program:

These funds are appropriated to provide educational opportunities for students attending charter schools sponsored by the Charter Institute at Erskine. For the 2019-2020 school year, this funding corresponded to a per pupil allocation of $3,600 per weighted pupil unit (WPU) at a brick and mortar school and $1,900 per WPU at a virtual school. This funding is necessary to supplement the base student cost in order to ensure that state-sponsored charter schools have sufficient funding to provide a free and appropriate public education for students and families across the state who have chosen these schools. Additionally, this funding is required to offset inequities between schools authorized by the Charter Institute at Erskine and local schools, as these charter schools do not have access to traditional funding streams through their local municipalities.

The Charter Institute at Erskine is not asking for a per pupil allocation increase for FY 2020-2021.

- 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	$ 600,257.66	2%
Allocated to Other Entities (Please Explain)	$ 29,412,625.22	98%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$30,012,882.88	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.	40%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	15%
Special Education Services	7%
Health (i.e. school nurses, mental health counselors, etc.)	1%
Safety (i.e. school resource officers, etc.)	1%
Vocational (i.e. career education, vocational equipment, etc.)	8%

Facilities & Transportation	16%
District Services	2%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	4%
Adult Education	%
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 *Athletics- 2%* *Administration- 3%* *Food Services- 1%*	6%
TOTAL:	100%

Total should reflect 100%.

2. **A. Relevant State Law**

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

Code of Laws:

SC Code of Law Title 59 - Education, Chapter 40- Charter Schools

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

Part 1A, Section 1, Subsection H – Charter School District

Regulation(s):

2006 Act No. 274, Section 1, eff May 3, 2006.

B. Other Governing Guidelines

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

	Yes	x	No

If yes, please describe:

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

Problem/Issue	The local charter schools must implement the unique educational programs detailed in the charter, ultimately fulfilling the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.
	This proviso funding is necessary to ensure that Charter Schools authorized by Charter Institute at Erskine maintain adequate funding levels in order to help close the student achievement gaps in South Carolina and demonstrate progress towards meeting the goals specified in the charter.
Goal	Schools must meet the goals established in the Student Success Profile, as well as demonstrate yearly growth/improvement towards meeting or exceeding the annual goals set by the state and fully meet the goals by 2035 as set by the state.

Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
The Charter Institute at Erskine authorizes 17 independent and autonomous charter schools. Each school is responsible for developing and maintaining curriculum and teaching standards, governing its operations, managing its systems of assessment and reporting, and maintaining its facilities. These ensure to that each school is contributing to closing the achievement gap in the state. For schools to meet the goals in the charter, and to meet or exceed the goals set by the state, the Institute must concurrently fulfill requirements as the LEA. These requirements include but are not limited to special	The Charter Institute at Erskine carefully monitors charter school performance, developing and supporting appropriate corrective actions when performance falls below standards. The Charter Institute at Erskine will use the outcomes of the Student Success Profile to hold sponsored schools accountable and to ensure that they are fulfilling the requirement in their charters. In alignment with national best practice in authorizing, the Student Success Profile will focus on three main areas of performance:	Current	Schools will meet the goals set in the Student Success Profile and demonstrate yearly growth/improvement to meet or exceed the annual goals set by the state. Demonstrated satisfaction of Student Success Profile goals by each Institute charter school. Demonstrated progress towards satisfaction of state-established performance goals by each Institute charter school. Implementation of the systems, processes, and tools needed to support the satisfaction of portfolio school goals by Institute.	▪ Schools academic program being successful. ▪ Demonstrated closure of achievement gaps. ▪ Provided high-quality public-school choice options for South Carolina. ▪ Closure or change of school management for identified schools persistently falling below expectations.	The Charter Institute, in collaboration with the schools under our umbrella, developed the Student Success Profile (SSP). The SSP will also reflect the State Report Card data. Following the National Best Practices, the Institute will hold schools accountable on the below Indicators: 1. Academic: Is the academic program a success? Is the School curriculum effective? 2. Finance: Is the school financially viable? 3. Governance: Does the board demonstrate the capacity to govern school programming and operations effectively?

education oversight, federal program planning and processing, as well as oversight of financial and operational management. The Institute will meet these requirements by providing high-quality technical assistance to ensure schools are informed of the most recent state and federal requirements and standards. The Institute will develop several support systems, with supplemental processes, tools, and resources to guide and assist the work of its schools.	1. Academic: Is the academic program a success? Is the School curriculum effective? 2. Finance: Is the school financially viable and sustainable? 3. Governance: Does the board demonstrate the capacity to govern school programming and operations effectively?				The profile when completed, will be posted on the website for all stakeholders.

Partnerships/Programs/Agencies

Charter schools cannot often afford to employ a highly skilled data analyst with the capability to develop several data models and reports that can be valuable and digestible for audiences that include the board, school leadership, and teachers. Access to a resource like this will support data-driven decision-making in schools.	The Institute hired a data analyst to work closely with the Director of Accountability and partner schools. The role of the data analyst is to conduct advanced analytics on school data, triangulating between sources, identifying significance or variance within and between scores, and presenting schools with information that can help drive strategic planning, data-driven instruction, and even programmatic adaptation.	Current	Schools will identify the areas of need and provide intervention to overcome those needs based on the data provided.	▪ Schools will resolve the issues identified. ▪ Schools will get better on areas that they are already doing good.	▪ Institute will monitor the formative assessment data provided by the schools. ▪ Student Success Profile ▪ State Report Card

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 Institute needed to develop a charter-specific system of accountability that can hold the schools accountable each year.			
Goal	Develop a charter-specific system of accountability for the Institute that monitors academic, operational, programming, and financial performance; considers the unique missions and vision of each innovative charter school; and builds upon the evaluation lens and targets utilized by the State.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	**Activities/Intervention** (What did the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How did you measure your outputs and outcomes? What were your outcomes or measures?)
The Institute posted the RFP to seek services to develop	▪ The Institute shared a draft Student Success	The Institute team developed a timeline to monitor progress and	The Student Success Profile was developed in the first	The Student Success Profile is developed and is ready for additional stakeholders to review.

Partnerships/Programs/Agencies

the Student Success Profile.	Profile with a representative portfolio sample (Virtual School representative, Elementary, Middle, High and New School Leaders) in order to collect input.	made real-time adjustments based on any barriers or delays identified.	year of Institute operations. The final draft of the SSP was unanimously approved by Institute schools and the Institute board.	https://erskinecharters.org/accountability-3/
	▪ After this iteration, a subsequent draft was reviewed by all school leaders at the Institute's School Leaders Meeting on March 06, 2019. The draft Student Success Profile was then sent to schools on March 11, 2019 with a survey link to collect another round of input/feedback. The schools were given two weeks to provide input/feedback. The Institute reviewed the input, incorporating changes to the Student Success Profile. the A final draft Student Success Profile was			

	presented to the **Institute Board for final approval.** ▪ **All schools will receive their Student Success Profile for 2018-2019 School year in 2019. A 30-day window will be given to schools to discuss any inaccuracy or clarification needed prior to publication.**			

Fiscal Year 2019-20				
Problem/Issue	After fully implementing the SSP development process, the Institute recognized the need for differentiation of that process in future years in order to celebrate and recalibrate for schools that are outperforming expectations, and concurrently develop a system of support and intervention for schools with targeted areas of need.			
Goal	Implement a tailored accountability model and hold schools accountable.			
Strategies and Resources (What intentional actions 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 departments in the Institute need to develop integrated processes and protocol to collect, review and submit data for the SSP. - The draft SSP with data must be sent to schools for review. - Finalize the SSP and post it on the website for stakeholders.	- The Institute developed a system to collect and validate the evidence from the schools. - The Institute departments developed plans to collect, review and share information to the SSP. - All items being requested from schools were made available for all Institute staff in order to avoid duplication. - The Institute is launching an expanded Data Dashboard to include	The Institute is in the process of providing the first draft for the SSP for the 2018-2019 school year.	Development of performance frameworks is an essential practice of charter authorizing. These foundational tools serve to transparently communicate the expectations and standards that drive charter development and inform high-stakes charter decisions such as renewal or closure. Most authorizers develop a performance framework to hold schools accountable in the first few years. The Institute developed the SSP in its first year and will be rolling out the	- The Institute will collect feedback from the schools and their local boards. - All profiles will be presented to the local school boards. - All profiles will be presented to the Institute board. - All final profiles will be posted on the website for stakeholders.

	a variety of data that will be shared with the school leaders, teachers, and the local school board members. The data dashboard will include data at a more granular level, building upon the summary data of the SSP to provide additional detail, insight, and information to stakeholders.		supplemental reporting tools in its second year.	

Fiscal Year 2020-21				
Problem/Issue	Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.			
Goal	Authorize and operate schools that fulfil the promises made to the parents, students and communities each school serves. Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	**Activities/Intervention** (What does the project or program do to make progress toward goal and/or address the problem?)	**Outputs** (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	**Outcomes (1-2 years)** (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	**Measures and Assessment Tools** (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Identify schools with a high level of risk for chronic or persistent performance challenges, and develop pathways for	▪ Ongoing monitoring of school performance in the areas of academics, operations, and	▪ Full implementation of the data dashboard will be shared with the school leaders, teachers and the local school board members	▪ Demonstrated attainment of implementation benchmarks and progress measures	▪ Schools that have demonstrated attainment of agreed upon targets will yield higher outcomes in

Partnerships/Programs/Agencies

near-term improvement or change, including but not limited to targeted intervention, restructuring, or closure.	school finances. ■ Regular attendance at local school board meetings to ensure ongoing dialogue and the opportunity to provide and receive in-person updates. ■ Heightened and robust levels of review during the charter renewal process, with specific notifications around concerns in advance. ■ Advanced systems of notification in the event of a recommendation for nonrenewal, including teamwide protocols for restructure, restarts, and closure.	to initiate conversations about performance in a way that ensures a consistent, shared, and transparent understanding of information. ■ Quarterly meetings with schools identified to be high-risk. ■ School will submit a corrective action plan that includes information on specific action steps, resource allocation, implementation benchmarks, and objectives measures to demonstrate progress.	outlined in corrective action plans developed by schools identified to be high-risk. ■ Demonstrated improvement in the indicators and measures outlined in the data dashboard and SSP.	subsequent years and earn expedited processes for development and renewal. ■ Schools that have not demonstrated identified outcomes will be considered for recommendation along the identified pathways, including but not limited to targeted intervention, restructure, or closure.

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**.

- **Building upon its first year of operation, the Charter Institute at Erskine continues to utilize the South Carolina charter school law to guide the development of all systems and processes that aim to serve its schools in South Carolina.**
- **Student Success Profile: The Institute's National Pilot Program to develop the "Student Success Profile" will ultimately serve as the framework and tool to hold schools accountable, but also in keeping with the Charter School Act, aims to give them an opportunity to demonstrated the effectiveness of their innovative models and approaches to serving the unique needs of each distinct community for which the charter was written.**
- **The Institute will continue follow all state and federal requirements, civil rights obligations, safety and security requirements, and special education and exceptional student provisions.**
- **The Institute has secured a contract beginning in October to work with a consultant who possesses nationwide experience in development of higher education authorizers. The consultant will audit and review a series of nationwide practices, bringing back research-based and proven models to consider for adaptation or iteration here in South Carolina.**

- **The Charter Institute at Erskine holds itself first and foremost to a very high standard of accountability. The goal in doing this is to model for schools the behaviors and practices that the Institute values. Example: The Institute has developed robust internal financial controls and policies that schools can now adopt and utilize.**
- **The Institute has piloted its Shared-Service-Model for PowerSchool, Communications and Special Education. This has brought increased support and capability to school-level operations while significantly reducing operational capital requirements.**
- **As the newest authorizer in South Carolina, the Institute has made significant gains in improving the historical relationships and culture developed between charter schools and the authorizer.**
- **The Institute has worked with SC Department of Education to support statewide charter efforts and federal grant activities, including providing feedback and input to the model Charter School Application and the new school review process, and other elements of the grant such as alternative education modeling and authorizer accountability.**

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**.

- **Due to the scope and nature of charter authorizing work, a significant number of requirements are given to schools by the Institute in order to comply with state, federal, charter, South Carolina Department of Education and Education Oversight Committee requirements. Smaller schools, more limited in resources, are adversely affected when a majority of personnel time is spent on paperwork and compliance, rather than school programming and student services.**
- **As a statewide organization, providing technical assistance and fostering strong interpersonal and professional relationships, often requires school leaders and staff to travel several hours. An unintended consequence is having school staff away from their schools, which adds additional strain on the time and resources of schools. To mitigate this, the Institute is providing more technical assistance and support opportunities through the use of webinars, conference calls, and other virtual platforms.**
- **Charter schools in rural settings are struggling to recruit and retain high-quality teachers.**
- **A lack of funding for transportation has been an identified barrier for schools in meeting racial composition requirements.**

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

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

The Charter Institute at Erskine continuously monitors charter school performance and implements appropriate corrective actions when charters do not meet performance expectations or operating standards. The Charter Institute at Erskine will use the outcomes of the Student Success Profile to hold schools accountable and ensure that they are fulfilling the requirements described in their charters and outlined state law.

The Charter Institute at Erskine executed Charter Contracts with schools that explicitly ensure schools are held accountable for better student outcomes for ALL students.

As an LEA, the Charter Institute at Erskine holds the schools accountable for all state and federal requirements, civil rights obligations, safety and security requirements, and exceptional student programming.

B. **Implementation**
   Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**
   - Has the program shifted or deviated from the original program plan? If yes, explain.
   - Are services or activities going as planned? If no, explain.
   - Is the program reaching the intended target population or the intended number of participants? If no, explain.
   - Is it leading to expected outcomes? If no, explain.

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

The intent of the charter school movement in South Carolina has been to create innovative educational options for students and families that aim to meet each community's specified needs. The historical approach to accountability modeling in this space, developed by the national membership organizations, was designed and touted to be "off the shelf." Although this created some common measures and practices for accountability, it could easily be criticized for sterility and reductionism, failing to account for or incorporate the unique objectives outlined in each state's charter school law, as well as each authorizer's and charter school's unique mission and vision. Very often, these systems unintentionally neglect geography, resources, composition, and trend.

A planning group that wants to open in rural parts of South Carolina cannot bring in all the resources that a group in a major city has access to. Children living in rural communities, especially students of color in these regions, have more limited access to school choice options.

The intent of the Charter School law is to serve all children. Currently, South Carolina has a need to reach the more disadvantaged parts of the state in order to more fully satisfy the intent of the Charter School's Act.

The proverbial exchange of autonomy for improved outcomes is working as the program evolves with specific attention to this unmet need.

Current strategies have been effective in design and implementation to date, and the Institute continues to collect feedback to enhance and iterate upon steps taken so far. As stability is validated, and progress is confirmed, the Institute looks towards continued innovation in practices of oversight and accountability, with objectives to specifically fulfill unmet educational needs in rural and underserved South Carolina.

Collectively, the school leaders, local board members, and other parties involved are on the path to fulfill the promises made to the parents, students and communities each school serves.

Beyond the focus of innovation, these schools must also demonstrate fiscal viability, operational sustainability, and academic success.

C. **External Evaluation**
   Has an independent program evaluation external to the organization been conducted?

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

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

Program Planning and Fiscal Information

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	$30,012,882.88	$38,728,350.80
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
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		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Schools	$29,412,625.22	$37,953,783.78
Other: Administrative Fees	$600,257.66	$774,567.02
Balance Remaining		
TOTAL:	**$30,012,882.88**	**$38,728,350.80**
# FTES:	**568.50**	**695.60**

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	**$38,728,350.80**
Amount of increase requested in EIA funding for FY 2020-21	**$7,272,240.20**
Amount of decrease requested in EIA funding for FY 2020-21	**$**
Total amount of EIA funding requested for FY 2020-21	**$46,000,591.00**

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

The requested increase for FY21 funding reflects the Charter Institute at Erskine's estimated growth in student population within the 17 current schools and the 4 that have been approved to open. This funding is required to supplement the base student funding to ensure that state-sponsored charter schools have sufficient funding to provide a free and innovative public education for students across the state of South Carolina that have chosen our schools. Schools authorized by the Charter Institute at Erskine are not allocated Local Funding through their municipalities.

The Charter Institute at Erskine is not requesting an increase in per pupil allocation for FY21. The requested increase will affect line 51 of Attachment A.

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.

ABC CHARTER SCHOOL
STUDENT SUCCESS PROFILE

GRADES: KINDERGARTEN THROUGH TWELFTH (K-12)
128 RIDGESTONE DRIVE, COLUMBIA, SC 29205
PHONE: 864-751-5936 | WEBSITE: WWW.BES1SCHOOLS.ORG

SCHOOL PRINCIPAL: John Doe   **BOARD CHAIR:** DR. Joe Don

MISSION

SCHOOL NARRATIVE

SNAPSHOT OF THE STUDENT POPULATION

Year	Enrollment	FRL%	SPED%	EL%	AA%	Other Race	Target	Comp.
2016								
2017								
2018								

Status of school meeting the 20% racial composition ratio within the local school district it is located.

OVERALL RATINGS FOR THE 2019-2020 SCHOOL YEAR

Unsatisfactory	Below Average	Average	Good	Excellent

School Year	Academics	Finance	School Capacity	State Report Card
2016-2017				
2017-2018				
2018-2019				
2019-2020				
2020-2021				

Link to South Carolina Report Card: https://ed.sc.gov/data/report-cards/sc-school-report-card/

PRIMARY

Grade Level	READING			MATH			Assessment: MAP
	Fall 2018 RIT Mean	Fall 2019 RIT Mean	RIT Growth Rate	Fall 2018 RIT Mean	Fall 2019 RIT Mean	RIT Growth Rate	Kindergarten on grade level RIT
Kindergarten							1st Grade on grade level RIT
1st Grade							2nd Grade on grade level RIT
2nd Grade							

ELA 5-year Trend Data
% AE,ME,EE - ELA

Math 5-year Trend Data
% AE,ME,EE - ELA
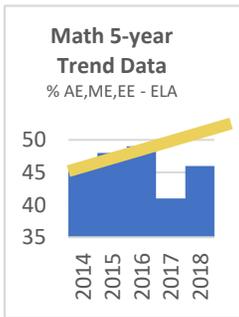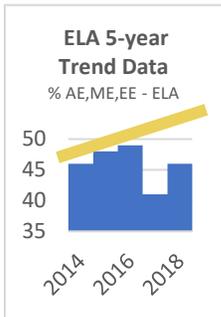
ELEMENTARY

MEASURE	PY % M,E	18/19 % M,E	SCH. TARG
ELA%			
MATH%			
SCIENCE %			
SOCIAL STUD. %			

MEASURE	STATE COMPARATIVE	DIST. % M, E	DIST. COMP RATING	SLO DATA	SCH. LIKE OURS RATE
ELA%					
MATH%					
SCIENCE %					
SOCIAL STUD. %					

ELA 5-year Trend Data
% AE,ME,EE - ELA

Math 5-year Trend Data
% AE,ME,EE - ELA

MIDDLE

MEASURE	PY % M,E	18/19 % M,E	SCH. TARG
ELA%			
MATH%			
SCIENCE %			
SOCIAL STUD. %			

MEASURE	STATE COMPARATIVE	DIST. % M, E	DIST. COMP RATING	SLO DATA	SCH. LIKE OURS RATE
ELA%					
MATH%					
SCIENCE %					
SOCIAL STUD. %					

HIGH

MEASURE	PY %ME	18/19 %ME	SCHOOL TARGET	STATE COMP	DIST. % ME	DIS. COMP RATE	SLO DATA	SCH. LIKE OURS RATE
ENGLISH%								
ALGEBRA%								
BIOLOGY%								
US HISTORY %								
4YR GRAD %								
5YR GRAD %								

4-Year Grad Rate Trend Data
% ME,EE - ELA
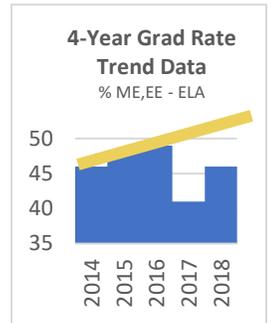
CAREER READINESS

Diploma earners who are career ready	
Diploma earners who have completed Career and Technical Education (CTE) with certification	
Diploma earners who completed a State-approved Work-Based learning experience	
Diploma earners who earned a platinum, gold, or silver certificate on the career readiness assessment	
Diploma earners who took the ASVAB and scored 31 or higher	

COLLEGE READINESS

Diploma earners who are college ready	
Diploma earners who achieved an ACT composite score of 20 or higher	
Diploma earners who achieved an SAT score of 1020 or higher	
Diploma earners who earned an Advanced Placement (AP) score of three or higher	
Diploma earners who earned an International Baccalaureate (IB) score of four or higher	
Diploma earners who completed six hours of dual credit course work with a grade of C or higher	

Academic	School Specific Goals	Financial	School Capacity

Elementary –

School Year	Goal	Status
2016-2017		
2016-2017		

Middle

School Year	Goal	Status
2016-2017		
2016-2017		

High

School Year	Goal	Status
2016-2017		
2016-2017		

Academic	School Specific Goals	Financial	School Capacity

SCHOOL FUNDING OVERVIEW

School Year	EIA Funding	EFA Funding	Federal Funding	Percentage of funds coded for instruction
2016-2017				
2016-2017				

FINANCE RISK ASSESSMENT CATEGORIES

OVERALL RATINGS FOR THE 2019-2020 SCHOOL YEAR			
Does Not Meet	Approaching	Meets	Exceeds

MEASURES	TARGETS	STATUS
Assets to Liabilities Ratio		
Fund Balance Percentage		
Enrollment Variance		
Debt Default		
Total Margin		
Cash Flow		
Debt to Asset Ratio		
Fiscal Policies and Procedures		
Required Reporting Submission		
Financial Audit		
Data Accuracy		

| MEETS | DOES NOT MEET |

OPERATIONS

	2016	2017	2018
INDICATOR			
Does the school hold a certificate of occupancy and meet ADA requirements to operate a school in South Carolina?			
Does the school have a safety plan in place to ensure the safety and security of the students and staff?			
Is school meeting the enrollment projections as set in the charter?			
Is the school conducting safety drills as required by the law?			
Does the school have a certified administrator as part of the school?			
Did the school have all key personnel assigned to fulfill their obligations?			
Is the school meeting the certified teacher limit set by the South Carolina Charter School Act?			
Is the school meeting all state and federal programs requirements?			

STUDENT SERVICES

	2016	2017	2018
INDICATOR			

Is the school meeting its requirements to serve English Learners?			
Is the school meeting its obligations to serve students with special needs and students with a 504 plan?			
Is the school meeting its requirements to serve students who are homeless and need services?			
Is the school following all state and federal requirements for enrollment procedures?			
Is the school meeting the 20% requirement for racial composition?			
If the school is not meeting the 20% requirement for racial composition, has the school developed, and executed a robust plan to meet the requirement?			
Is the minority group (s) at a school that is not meeting the racial composition performing better to than that of the local school district?			
Is the school conducting formative assessments as listed in the charter?			

GOVERNANCE

INDICATOR	2016	2017	2018
Did the board receive required board training?			
Does the school board have seven board members?			
Did the board conduct elections as set by the procedures in the charter?			
Is the board/EMO conducting a Principal Evaluation annually?			
Is the board evaluating the Education Management Company's effectiveness? (If applicable)			
Did the board delegate any of its responsibilities?			
Did the board develop systems and processes to monitor financial health of the school?			

SCHOOL MAJOR ACCOMPLISHMENTS

Area	Accomplishments
Academic	

Finance	
School Stability	
Innovation	
Innovation	

AUTHORIZER ACCOUNTABILITY

Indicator	Status

Charter Institute at Erskine

Student Success Profile Guide

1201 Main St, Suite 300, Columbia, SC 29201
Phone: 803-849-2464 | Website: www.erskinecharters.org

CHARTER INSTITUTE
at ERSKINE

Table of Contents

Charter Institute at Erskine

Mission: *To empower families and local communities through the establishment and competent operation of high-quality charter schools throughout South Carolina.*

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In 2016, during its 177th year of continuous operation, Erskine College began to research new ways that the storied South Carolina college could foster and support innovation and excellence in education for all of South Carolina. Located in the heart of Abbeville County – the nexus of the state's decades-long education equity debate – and after many months of discussions, research and due diligence, the Trustee Board of Erskine College unanimously voted to register the College as a state charter school sponsor in May 2017. Pursuant to South Carolina Law, the State Department of Education received Erskine's Sponsor Registration Notification on May 29th, thereby formally establishing Erskine as a duly empowered charter school sponsor.

Following national best practices for Higher Education charter sponsors, the Charter Institute at Erskine was established as its own corporation, maintaining its own board, chaired by the college's President through whom the Institute board reports to the Trustee Board of the College.

The Charter Institute is committed to holding schools accountable based on South Carolina educational standards and the will of the General Assembly as found in the Charter School Act. Additionally, the Institute is embarking upon a national pilot project with its new "Student Success Profile." The Student Success Profile is based on South Carolina educational standards and is designed to address the unique factors within each school, creating a unique accountability model to ensure each child succeeds and each school is accountable for student success or failure.

Charter School Law

In 1996, the South Carolina Legislature passed the Charter Schools Act, thereby providing citizens the opportunity to apply to operate a public school. The focus of charter schools is to provide quality educational choices for parents and students.

The South Carolina Charter Schools Act of 1996 defines a charter school as a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates by sponsorship of a public school district, the South Carolina Public Charter School District, or a public or independent institution of higher learning, but is accountable to the board of trustees, or in the case of technical colleges, the area commission, of the sponsor which grants its charter.

Section 59-40-20. http://www.scstatehouse.gov/code/t59c040.php

The Purpose of a Charter School is to:

- Improve student learning
- Increase learning opportunities for students
- Encourage the use of a variety of productive teaching methods
- Establish new forms of accountability for schools
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Assist South Carolina in reaching academic excellence
- Create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups

Section 59-40-20. http://www.scstatehouse.gov/code/t59c040.php

History of Charter School Law

- 1996 – Charter School Law "Title 59, Chapter 40" created.
- 1999 – Four Charter Schools Opened their doors
- 2006 - with creation of the SC Public Charter School District.
- 2012 – IHE's able to grant charters and become the LEA.
- 2015 – Sports/Property Tax laws
- 2018 - Charter Institute at Erskine began sponsoring schools
- 2019 - 77 Charter Schools serving over 35,000 students

S.C. Code Ann. §59-40-55 provides the Sponsor shall (among other things):

(3) **negotiate and execute sound charter contracts** with each approved charter school;

(4) **monitor**, in accordance with charter contract terms, the performance and **legal/fiscal compliance of charter schools** to include collecting and analyzing data to support ongoing evaluation according to the charter contract;

(5) **conduct or require oversight activities** that enable the sponsor to fulfill its responsibilities outlined in this chapter, including conducting appropriate inquiries and investigations, only if those activities are consistent with the intent of this chapter, adhere to the terms of the charter contact, and do not unduly inhibit the autonomy granted to public charter schools; and

(9) determine whether each charter contract merits **renewal, nonrenewal, or revocation**.

Student Success Profile

The Charter Institute at Erskine developed the Student Success Profile to ensure fairness, transparency, and consistency in school accountability. We believe that each school's situation is unique and that our Student Success Profile must value that uniqueness. Our core function is to provide clear criteria for determining charter school performance and charter school sustainability.

Our oversight aligns with the federal Every Student Succeeds Act (ESSA) and the state Profile of the South Carolina Graduate standards. We monitor the quality of instructional services and each school's effort to close the achievement gap for all students. The Student Success Profile includes specific consideration of academic and support services designed to promote high quality instruction for special education, homeless, and English Leaners.

We believe charter schools must honor and follow their mission statement. A charter school's mission statement defines its purpose, what will be accomplished and how the school will meet its students' needs. The mission statement differentiates a charter school from other schools and is central to maintaining a clear focus for all decisions, services and activities.

Purpose of Student Success Profile

SECTION 59-40-20 establishes the purpose of the authorizer to establish new forms of accountability for schools. The Institute would expect the schools to work towards meeting the requirements of the South Carolina School Report Card. The Purpose of the Student Success Profile is to establish a report for teachers, parents, community members, and other stakeholders. A majority of the indicators listed in the Profile are listed in the South Carolina Charter Schools Act of 1996, the State Board of Education Regulations, the Charter Contract with the authorizer and the school charter application.

The Institute shared the draft Student Success Profile to collect input from a small group of school leaders (Virtual School representative, Elementary, Middle, High and New School Leaders).

After being reviewed by all school leaders at the Institute's School Leaders Meeting on March 06, 2019. The draft Student Success Profile is sent to the schools on March 11, 2019 along with a survey link to collect input/feedback. The schools will be given two weeks to provide input/feedback. The Institute reviewed the input/feedback and making the changes to the Student Success Profile, the draft Student Success Profile will be presented to the Institute Board for final approval.

All schools will receive their Student Success Profile for 2018-2019 School year in July 2019. A 30-day window will be given to schools to discuss any inaccuracy or clarification needed for the data entered in the Student Success Profile.

In accordance with §59-40-110(E) the Institute will **permanently close** the School at the conclusion of the school year should the School receive the lowest performance level rating as defined by the federal accountability system for three consecutive years. The Institute will consider the South Carolina School Report Card data for this requirement.

To establish fair, consistent and transparent procedures for compliance of academic indicators the Institute will follow the following compliance procedures for schools that do not meet the academic indicators in the Student Success Profile. The school status will be designated by grade bands (elementary, middle and high)

State Comparison	District Comparison	School Specific Goals	School Status
Bottom 20% of SC Schools Or Does Not Meet Expectations	Underperforms	Does Not Meet	Intervention towards Probation
Bottom 20% of SC Schools Or Does Not Meet Expectations	Significantly Underperforms	Does Not Meet	Academic Emergency towards Revocation

For Finance and School Capacity Indicators that the school is not able to meet, each department at the Institute will work with the school. Compliance requirements are listed very clearly for all finance and School Capacity Indicator. Schools will be required to develop a corrective action plan to meet the requirements. If the school fails to meet the indicators after the Institute has exhausted all resources, depending on the level of importance of the Indicators, the Institute may put the school on Probation or place just short of revocation.

The Institute will reserve the right to notify the school of any compliance issues when the school does not meet/follow the requirements for the state, federal, SC Charter School law, civil rights, safety and security that are not covered under the Student Success Profile. The Institute commits to work with the school not meeting the requirements and offer technical assistance as needed before engaging in compliance procedures.

School Profile

The School Profile is one-page of information that gives stakeholders an insight into the school's purpose, an overview of the student population, and overall ratings for the areas in which the schools are held accountable.

School Narrative

Each Institute charter school will develop a 500-word introductory summary to present the school's mission, vision and value statements. These clearly defined statements will serve to communicate the purpose and intended outcomes of the charter school. Together, the mission, vision and values statements provide directions for everything that happens in the charter school. These statements keep everyone aware of where the school is going and what the school is striving to achieve. These statements define the school's core values and expectations for all stakeholders.

Snapshot of Student Population

The snapshot provides the student enrollment, poverty percentages, special education student numbers, English Learners student numbers, and African American student numbers and other race numbers. The Snapshot also provides information to see if the school is meeting the 20% racial composition requirement by year. The numbers will be run on the 45th day for initial review and 135th day for the final report.

Overall Ratings for the School Year

The overall ratings provide stakeholders the school performance in academics, finance and school capacity. The overall ratings also provide the schools state report card ratings as well.

Academic Performance

The Institute utilizes four Academic groups to assess the relative success of the primary, elementary, middle and high school programs offered by charter schools. Academic performance is assessed by tested grade span, with grades K-3 and grades 3-5 representing the elementary program, grades 6-8 the middle school program, and grades 9-12 the high school program.

Primary

This chart represents academic progress for students grades K – 2 in reading and mathematics using MAP (Measures of Academic Progress) assessments as the measuring tool.

- Shown in the first column on the chart is the mean percentile rank in reading for fall 2018
- The second column on the chart represents the mean percentile rank in reading for the fall of 2019
- The growth rate - the third column - is the amount of growth in reading that occurs between both the 2018 and 2019 fall administrations.
- Shown in the fourth column is the mean percentile rank in mathematics according to the results on fall 2018
- The fifth column on the chart represents the mean percentile rank in mathematics for the fall of 2019
- The growth rate – the sixth column - is the amount of growth in mathematics that occurs between the 2018 and 2019 fall administrations.

For schools not using MAP – Although the Institute recommends the use of MAP for grades K-2, this report allows for schools to use an alternate assessment. If you are using an alternate assessment, please follow these procedures:

- In the text box, list the assessment(s) you will be using and the grade level thresholds (what score is required to indicate adequate progress for each grade level.
- For the alternate assessment chart,
  - list the column title (e.g., Fall 20018 RIT Mean)
  - record the baseline
  - record the final scores
- Finally, compute the growth rate.

Elementary

This chart represents students in grade 3 – 5 academic progress in English Language Arts, Mathematics, Science, and Social Studies. English Language Arts and Mathematics achievement is measured using SC Ready as the assessment. Science and Social Studies are measured by SC Pass assessments. The state of South Carolina set the expectation that all schools will have 70% of their 3 – 5 students either meeting or exceeding the expected achievement in all subject areas by the 2035 school year. Schools are expected demonstrate annual progress toward that end goal.

Chart 1

- The first column - **PY % M, E** - details the previous year's percent of students in grade 3-5 who either met or exceeded state expectations.
- The second highlighted column - **18/19 % M, E** – represents the schools most current scores. Those scores represent the percent of students meeting or exceeding state expectations.

- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
  - For example, a school has 45% of their students meeting or exceeding state expectations in mathematics for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
  - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5% by the previous year's score. The school target becomes 6.5% - to make up the deficit plus the 1.5% annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40% making the target 48.0%.

Chart 2

- The first column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating
Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or 20 % of S. Carolina Schools

- The second column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The third column – **District Comparison Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

- Fourth column – is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

The two **simple graphs** to the left of the table shows the school's **growth trend in English Language Arts and Mathematics** over a five-year span. The red trajectory line shows the projected growth as described above in the school target column. The baseline data for that trajectory line is based upon the 2014 results and 5 years of the calculated annual growth.

Middle

This chart represents students in grade 3 – 5 academic progress in English Language Arts, Mathematics, Science, and Social Studies. English Language Arts and Mathematics achievement is measured using SC Ready as the assessment. Science and Social Studies are measured by SC Pass assessments. The state of South Carolina set the expectation that all schools will have 70% of their 3 – 5 students either meeting of exceeding the expected achievement in all subject areas by the 2035 school year. Schools are expected demonstrate annual progress toward that end goal.

Chart 1

- The first column - **PY % M,E** - details the previous year's percent of students in grade 3-5 who either met or exceeded state expectations.
- The second highlighted column - **18/19 % M,E** – represents the schools most current scores. Those scores represent the number of students meeting or exceeding state expectations.
- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
    - For example, a school has 45% of their students meeting or exceeding state expectations in mathematics for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
    - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5% by the previous year's score. The school target becomes 6.5% - to make up the deficit plus the 1.5%

annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40% making the target 48.0%.

Chart 2

- The first column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating
Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or20 % of S. Carolina Schools

- The second column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The third column – **District Comparison Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

- Fourth column – is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

The two **simple graphs** to the left of the table shows the school's **growth trend in English Language Arts and Mathematics** over a five-year span. The red trajectory line shows the projected growth as

described above in the school target column. The baseline data for that trajectory line is based upon the 2014 results and 5 years of the calculated annual growth.

High School

The first chart shows high school student academic progress.

On the first four rows, High School End of Course Assessments are the measure to determine student progress in English, Math, Science (Biology) and Social Studies (U.S. History and Constitution). The South Carolina Department of Education set the 2035 goal that all student taking EOC assessments must be at 70% Level 3 or higher (Grade of C or better). Those scores are represented and calculated on the chart as follows:

- The first column - **PY % M, E** - details the previous year's percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The second highlighted column - **18/19 % M, E** – represents the schools most current scores. That score reports the percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
  - For example, a school has 45% of their students meeting or exceeding state expectations in English for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
  - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations in a subject area (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5%. The school goal becomes 6.5% - to make up the deficit plus the 1.5% annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40 % or 48.0%.
- The fourth column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating
Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or20 % of S. Carolina Schools

- The fifth column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The sixth column – **District Comparative Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 15% above the surrounding school District's score	Significantly outperforms
6-15% above the surrounding school District's score	Outperforms
Within plus or minus 5% of the surrounding school District's score	Equals
6-15% below the surrounding school District's score	Underperforms
More than 15% below the surrounding school District's score	Significantly underperforms

- Seventh Column - is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 15% above school Schools Like Ours score	Significantly outperforms
6-15% above the Schools Like Ours score	Outperforms
Within plus or minus 5% of the Schools Like Ours score	Equals
6-15% below Schools Like Ours score	Underperforms
More than 15% below Schools Like Ours score	Significantly underperforms

Row 5 shows the school's 4-year graduation rate. The Simple graph represents graduation rate trend data.

- The first column - **PY % M, E** - details the previous year's percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The second highlighted column - **18/19 % M, E** – represents the schools most current scores. That score reports the percent of students who received a score of level 3 or higher (C or better) on that End of Course Assessment.
- The third column – **School Target** – shows the desired score for next year's administration if the schools is to follow the trajectory toward meeting their 2035 goal of 70%. The target is determined by taking the school's current score, calculating the distance to the state goal – 70% and dividing the differential by the number of years to reach 2035.
  - For example, a school has 45% of their students meeting or exceeding state expectations in English for the 2018 school year. To reach the 70% state goal, the school must grow by 25% over the next 17 years. To calculate the school target score, 25% would be divided by 17 years giving the school a 1.5% annual growth rate. Adding that growth rate to the 2018 school results of 45%, sets the school target score at 46.5% for the 2018 school year.
  - If a school shows a decrease in achievement for the current school year, the target score is calculated by making up the deficit plus the annual growth rate. For example, the school with 45% of its students meeting or exceeding expectations in a subject area (in 2018) drops to 40% during the (2019) school year when the target was set at 46.5%. The school goal becomes 6.5% - to make up the deficit plus the 1.5% annual rate increase. In other words, the target for the 2020 school year is 8.0% added onto 40 % or 48.0%.
- The fourth column – **State Comparative Rating** – is a rating to show the schools relative position to all other elementary schools in the South Carolina. The ratings are: Does Not Meet Expectation, Approaching Expectations, Meets Expectations, and Exceeds Expectations.

Measure	Rating

Bottom 20% of S. Carolina Schools	Does Not Meet Expectations or Bottom 20% of S. Carolina Schools
Below 50% of S. Carolina Schools	Approaching Expectations or Below 50% of S. Carolina Schools
Above 50% of S. Carolina Schools	Meeting Expectations or Above 50% of S. Carolina Schools
Top 20 % of S. Carolina Schools	Exceeds Expectations or 20 % of S. Carolina Schools

- The fifth column – **District % M,E** – shows the results of the non-charter schools within the district where the school resides. Because virtual schools draw from districts throughout the state, they are compared to the South Carolina Charter School District.
- The sixth column – **District Comparative Rating** – rates the school when compared with the scores of the surrounding school district or the Charter Institute at Erskine.

Measure	Rating
Exceeds 7% above the surrounding school District's score	Significantly outperforms
3-6% above the surrounding school District's score	Outperforms
Within plus or minus 3% of the surrounding school District's score	Equals
3-6% below the surrounding school District's score	Underperforms
More than7% below the surrounding school District's score	Significantly underperforms

- Seventh Column - is **Schools Like Ours Data** (% Meeting and Exceeding). Schools like ours are determined by three "like" factors, school enrollment size, number of African American students, and number of free and reduced students.
- Fifth column – is **Schools Like Ours Comparative Ranking.** Considering schools like ours how does our school perform when compared to their data.

Measure	Rating
Exceeds 7% above the School Schools Like Ours score	Significantly outperforms
3-6% above the Schools Like Ours score	Outperforms
Within plus or minus 3% of the Schools Like Ours score	Equals
3-6% below the Schools Like Ours score	Underperforms
More than7% below the Schools Like Ours score	Significantly underperforms

Row 6 represents the **5-Year Graduation Rate**

The second chart displays the **Career Readiness** indicators and the percentage of students meeting those indicators

The third chart displays the **College Readiness** indicators and the percentage of students meeting those indicators.

School Specific Goals

The charter school will have the opportunity to develop two goals for the school year. These goals will be reviewed and approved by the Institute. The goals must be reasonable and attainable. The school and the Institute will agree on the metrics that the goals will be measured.

Financial Performance

Pursuant to S.C. Code Ann. § 59-40-55 (B) (4) which states that a charter school sponsor shall "monitor, in accordance with charter contract terms, the performance and legal/fiscal compliance of charter schools to include collecting and analyzing data to support ongoing evaluation according to the charter contract."

The Financial Profile is designed to assess the near-term financial health, the long-term financial sustainability, and the financial management of the charter schools in the Institute. The Financial Profile provides tools for the Institute to recognize schools' financial performance and fiscal compliance to ensure that our charter schools are financially stable and financially viable.

The Financial Profile includes four components: Indicators, Measures, Targets, and Ratings.

Indicators provides the general categories of the financial profile. These indicators include Near-Term Financial Health, Long-Term Financial Sustainability, and the Financial Management.

Measures are methods used by the Institute to determine an aspect of an indicator. These measures include Assets to Liabilities Ratio, Fund Balance Percentage, Enrollment Variance, Debt Default, Total Margin, Cash Flow, Debt Service Ratio, Fiscal Policies and Procedures, Required Reporting Submission, Financial Audit, and Data Accuracy.

Targets are the thresholds that signify success for each measure. Each target is detailed below in the Financial Profile. The basis for forming the targets is on industry standards, which is the commonly accepted target level for the nation in financial analysis.

Status determines whether a charter school is rated Exceeds Standard, Meets Standard, Approaching Standard or Does Not Meet Standard. Ratings of Exceeds Standard and Meets Standard indicates that the charter school does not reflect financial risk in this measure. Ratings of Approaching Standard and Does Not Meet Standard indicate that the charter school reflects financial risk and does not meet the expectations of the measure. Schools that are identified as Approaching Standard and Does Not Meet Standard must work with the Institute as outlined in the Institute Interventions.

Institute Interventions

Schools with a rating of Approaching Standard Status will work with the Institute Finance Office to develop a plan. The Institute will send a letter to the **school leader** notifying them of the deficiency. Schools will work with the Finance Office to monitor the Measure as outlined in the approved plan.

Schools with a rating of Does Not Meet Standard Status will work with the Institute Finance Office to develop a plan. The Institute will send a letter to the **school leader** and the **school board** notifying them of the deficiency. Schools will work with the Finance Office to monitor the Measure as outlined in the approved plan. Schools are required to schedule a monthly meeting with the Institute Finance Office to monitor the Measure.

The current ratio represents the relationship between a school's current assets and current liabilities. The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability

to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Assets to Liabilities Ratio	Current ratio is greater than 1.1 -OR- current ratio is between 1.0 and 1.1 & the current year ration is higher than last year's	Does Not Meet Standard	Current ratio is less than or equal to 0.9
			Approaching Standard	Current ratio is between 0.9 and 1.0 or equals to 1.0 -OR- current ratio is between 1.0 and 1.1 & the current ratio is lower than last year
			Meets Standard	Current ratio is greater than 1.1 -OR- current ratio is between 1.0 and 1.1 & the current ratio is higher than last year.
			Exceeds Standard	Current ratio is greater than 1.25

The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without an inflow of cash. The unrestricted days cash ratio indicates whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Fund Balance Percentage	The percentage of general fund unrestricted balance to general fund total expenditures is 16.66% or have 60 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 8.33% or have 30 days of unrestricted cash on hand.	Does Not Meet Standard	The percentage of general fund unrestricted balance to general fund total expenditures is less than 8.33% or 30 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is less than 5.56% or 20 days of unrestricted cash on hand.
			Approaching Standard	The percentage of general fund unrestricted balance to general fund total expenditures is 8.33% or have 30 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 5.56% or have 20 days of unrestricted cash on hand.
			Meets Standard	The percentage of general fund unrestricted balance to general fund total expenditures is 16.66% or have 60 days of unrestricted cash on hand. For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 8.33% or have 30 days of unrestricted cash on hand.
			Exceeds Standard	The percentage of general fund unrestricted balance to general fund total expenditures is 25% or have 90 days of unrestricted cash on hand.

				For first year schools, the percentage of general fund unrestricted balance to general fund total expenditures is 16.66% or have 60 days of unrestricted cash on hand.

Enrollment variance indicates whether or not the school is meeting its enrollment projections. The enrollment variance depicts actual versus projected enrollment. A school's budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Enrollment Variance	Current year first month ADM divided by the first month ADM for prior year meets or exceeds 1.0. For first year schools, the actual enrollment meets or exceeds the planned enrollment.	Does Not Meet Standard	Current year first month ADM divided by the first month ADM for prior year falls below 0.75.
			Approaching Standard	Current year first month ADM divided by the first month ADM for prior year falls below 1.0. For first year school, the actual enrollment does not meet or exceed the planned enrollment.
			Meets Standard	Current year first month ADM divided by the first month ADM for prior year meets or exceeds 1.0. For first year schools, the actual enrollment meets or exceeds the planned enrollment.
			Exceeds Standard	Current year first month ADM divided by the first month ADM for prior year meets or exceeds 1.25.

Debt default indicates whether or not a school is meeting debt obligations or covenants. This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. A school that cannot meet the terms of its loan(s) may be considered in financial distress.

Indicators	Measures	Targets	Status	Description
Near-Term Financial Health	Debt Default	School is not in default of loan covenant(s) and is not delinquent with debt service payments	Does Not Meet Standard	School is in default of loan covenant(s) and is delinquent with debt service payments.
			Approaching Standard	N/A
			Meets Standard	School is not in default of loan covenant(s) and is not delinquent with debt service payments.
			Exceeds Standard	N/A

Total margin indicates the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin measures whether a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period.

Indicators	Measures	Targets	Status	Description
Long-Term Financial Sustainability	Total Margin	The year's net income divided by the year's total revenue is positive	Does Not Meet Standard	This year's net income divided by the year's total revenue is negative and the Aggregated Three-Year Total Margin is less than or equal to -1.5 percent
			Approaching Standard	This year's net income divided by the year's total revenue is negative and the Aggregated Three-Year Total Margin is greater than -1.5 percent
			Meets Standard	This year's net income divided by the year's total revenue is positive -OR- Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive
			Exceeds Standard	This year's net income divided by the year's total revenue is positive and the Aggregated Three-Year Total Margin is greater than -1.0 percent

The cash flow indicates a school's change in cash balance from one period to another. Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand but indicates long-term stability versus near-term.

Indicators	Measures	Targets	Status	Description
Long-Term Financial Sustainability	Cash Flow	Consecutive - years cumulative cash flow is positive, and the cash flow is positive in the most recent year.	Does Not Meet Standard	Consecutive – years of cumulative cash flow is negative reported.
			Approaching Standard	Consecutive - years of cumulative cash flow is positive, and the cash flow is not positive in the most recent year reported.
			Meets Standard	Consecutive – years of cumulative cash flow is positive, and the cash flow is positive in the most recent year reported.
			Exceeds Standard	The three - year cumulative cash flow is positive, and the cash flow is positive in the most recent year reported.

The debt to asset ratio indicates a school's ability to cover its debt obligations in the current year. This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Indicators	Measures	Targets	Status	Description
Long-Term Financial Sustainability	Debt to Asset Ratio	Debt to Asset Ratio is less than 0.9	Does Not Meet Standard	Debt Service Coverage Ratio is more than 1.0
			Approaching Standard	Debt Service Coverage Ratio is between 0.9 and 1.0
			Meets Standard	Debt Service Coverage Ratio is less than 0.9
			Exceeds Standard	Debt Service Coverage Ratio is less than 0.75

Fiscal policies are critical for organizational capacity and serve to clarify the roles, authority, and responsibilities for essential financial management. Schools are expected to maintain policies and ensure that policies are accessible to public.

Indicators	Measures	Targets	Status	Description
Financial Management	Fiscal Policies and Procedures	The school has strong fiscal policies and procedures in place AND the policies and procedures are accessible to public.	Does Not Meet Standard	The school does not have strong fiscal policies and procedures in place.
			Approaching Standard	N/A
			Meets Standard	The school have strong fiscal policies and procedures in place AND the policies and procedures are accessible to public.
			Exceeds Standard	N/A

The financial reports included in this measure are used as a basis for the analysis of a school's financial viability and financial management. The purpose of this measure is to determine whether the school is submitting accurate and timely information to the Institute and meeting reporting requirements, per state law and the charter contract, such as financial audits and budget reports.

Indicators	Measures	Targets	Status	Description
	Required Reporting Submission	The school materially complies with applicable laws, rules, regulations and provisions of the charter contract related to financial reporting requirements, including but not limited to: - On-time submission of complete financial reports, revised budgets, and any reporting requirements deemed necessary by the Institute - On - time submission and completion of the annual independent audit, including a Corrective Action Plan, if applicable, and all other reporting requirements related to the use of public funds.	Does Not Meet Standard	The school does not comply with applicable laws, rules, regulations and provisions of the charter contract related to financial reporting requirements, including but not limited to: - On-time submission of complete financial reports, revised budgets, and any reporting requirements deemed necessary by the Institute - On - time submission and completion of the annual independent audit, including a Corrective Action Plan, if applicable, and all other reporting requirements related to the use of public funds.
			Approaching Standard	N/A
			Meets Standard	The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including but not limited to: - On-time submission of complete financial reports, revised budgets, and any reporting requirements deemed necessary by the Institute - On - time submission and completion of the annual independent audit, including

| | | | | Corrective Action Plan, if applicable, and all other reporting requirements related to the use of public funds. |
| | | | Exceeds Standard | N/A |

Critical to an organization's health and stability is the ability to manage its finances. Schools are expected to have an unqualified, or "clean," financial audit. This means that the auditor found the financial statements to be accurate and complete, which is necessary for evaluating a school's financial health.

Indicators	Measures	Targets	Status	Description
Financial Management	Financial Audit	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract related to financial management and oversight expectations as demonstrated in the annual independent audit, including but not limited to: - An unqualified audit opinion - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses - An audit that does not include an on-going concern disclosure in the notes or an explanatory paragraph within the audit report	Does Not Meet Standard	The school does not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as demonstrated in the annual independent audit, including but not limited to: - An unqualified audit opinion - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses - An audit that does not include an on-going concern disclosure in the notes or an explanatory paragraph within the audit report
			Approaching Standard	N/A
			Meets Standard	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as demonstrated in the annual independent audit, including but not limited to: - An unqualified audit opinion - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses - An audit that does not include a on-going concern disclosure in the notes or an explanatory paragraph within the audit report
			Exceeds Standard	N/A

Reports from schools are required in order to allow the authorizer to monitor and evaluate the school's fiscal performance and form the basis for renewal recommendations. In order to effectively evaluate charter school performance, schools must maintain accurate data relating to relevant reporting requirements.

Additionally, charter schools are responsible to other entities, including the State Department of Education, for certain reporting requirements. Many reporting requirements may be fixed in law while others are outlined in the charter contract or are required by the authorizer for monitoring purposes.

Indicators	Measures	Targets	Status	Description
Financial Management	Data Accuracy	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Institute, including but not limited to: Accountability tracking Attendance and enrollment reporting Compliance and oversight Additional information requested by the authorizer	Does Not Meet Standard	The school does not comply with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Institute, including but not limited to Accountability tracking Attendance and enrollment reporting Compliance and oversight Additional information requested by the authorizer
			Approaching Standard	N/A
			Meets Standard	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the Institute, including but not limited to: Accountability tracking Attendance and enrollment reporting Compliance and oversight Additional information requested by the authorizer
			Exceeds Standard	N/A

School Capacity

Operations

Indicator	Description	Meets	Does not Meet	Next Steps *Applicable for Does not Meet*
Does the school hold a certificate of occupancy and meet ADA requirements to operate a school in South Carolina?	All public schools in South Carolina must have a Certificate of occupancy and meet ADA requirements.	School produces the CO and certifies ADA requirements.	School does not produce the CO or certifies ADA requirements.	Tier 3
Does the school have a safety plan in place to ensure the safety and security of the students and staff?	All public schools must have a safety plan in place and it must be reviewed each year.	School produces the safety plan.	School does not provide the safety plan.	Tier 1
Is the school meeting the enrollment	Schools must stay within 10% below or above the projected enrollment as	School is within the 10% above or below the	School is not within the 10% above or below	Tier 1

projections as set in the charter?	listed in the charter application.	enrollment projections.	the enrollment projections.	
Is the school conducting safety drills as required by the law?*	By law, a fire drill must be conducted in each school monthly. In the first month that school is in session, the Institute requires that a fire drill be conducted within the first three weeks of school. This includes active shooter training drills.	School is conducting drills as required by the law.	School is not conducting drills as required by the law.	Tier 1
Does the school have a certified administrator as part of the school?	The charter school can hire or contract at least one of its administrators to oversee the daily operation of the school. At least one of the administrative staff must be certified or experienced in the field of school administration.	School has hired or contracted with a certified or experienced administrator to oversee the daily operation.	School has not hired or contracted with a certified or experienced administrator to oversee the daily operation.	Tier 1
Did the school have all key personnel assigned to fulfill their obligations?	School has qualified key personnel to oversee the below responsibilities: • Special Education • PowerSchool • ESOL Teacher • Homeless	School has the key personnel to fulfill the responsibilities.	School does not have the key personnel to fulfill the responsibilities.	Tier 1
Is the school meeting the certified teacher limit set by the South Carolina Charter School Law? *	A charter school can have up to twenty-five percent of its entire teaching staff as noncertified teachers. The core content teachers must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach.	School is meeting the 25% rule.	School is not meeting the 25% rule.	Tier 1
Is the school meeting the state and federal programs requirements?	The office of federal programs will submit a report based on the school's performance in meeting the requirements for Title I, Title II, CATE Perkins and other federal grants.	School is meeting the requirements	School is not meeting the requirement	Tier 1

*Not Applicable for Virtual Schools

*Not applicable for schools that have 100% certified teachers as part of their charter.

Institute Interventions

Tier 1: Work with the Institute to develop a plan. Letter from the Institute to the school/local board to notify them of the deficiency. The department responsible at the Institute will follow the procedures tailored to that department or program.

Tier 2: Will be presented to the Institute board for review. Letter from the Institute to the school/local board to notify them of the deficiency.

Tier 3: School cannot operate without producing the documents. Letter from the Institute to the school/local board to notify them of the deficiency.

Student Services

Indicator	Description	Meets	Does not Meet	Next Steps *Applicable for Does not Meet*
Is the School meeting its requirements to serve English Learners?	The Office of Federal programs will submit a report based on the school's performance in meeting the requirements for English Learners.	School is meeting the requirements	School is not meeting the requirement	Tier 1
Is the School meeting its obligations to serve students with special needs and students with a 504 plan?	The Office of Federal programs will submit a report based on the school's performance in meeting the requirements for Students with Disabilities and students with 504.	School is meeting the requirements	School is not meeting the requirement	Tier 1
Is the School meeting its requirements to serve students who are homeless and need services?	The Office of Federal programs will submit a report based on the school's performance in meeting the requirements for Students who are homeless and need services.	School is meeting the requirements	School is not meeting the requirement	Tier 1

Is the School following the state and federal requirements for enrollment procedures?	The school must have enrollment policies and procedures and conduct enrollment as a free, open enrollment, public school. As needed the school must conduct lottery with transparent procedures.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the School meeting the 20% requirement for racial composition?	A charter school must be within 20% of the racial composition of the local school district in which the school is located.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
If the school is not meeting the 20% requirement for racial composition, has the school developed and executed a robust plan to meet the requirement?	Schools not meeting the racial composition must develop and execute a plan to meet the 20% racial composition requirement.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the minority group (s) at a school that is not meeting the racial composition performing better to than that of the local school district?	The Institute will work on case-by-case when dealing with racial composition. A school that is not meeting its 20% requirement of the racial composition requirement should show evidence that the minority group(s) currently enrolled is performing better than the local school district.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the school conducting formative assessments as listed in the charter?	All charter schools must abide by the formative assessment schedule provided in the charter application.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1

*Not Applicable for Virtual Schools

Institute Interventions

Tier 1: Work with the Institute to develop a plan. Letter from the Institute to the school/local board to notify them of the deficiency. The department responsible at the Institute will follow the procedures tailored to that department or program.

Tier 2: Will be presented to the Institute board for review. Letter from the Institute to the school/local board to notify them of the deficiency.

Tier 3: School cannot operate without producing the documents. Letter from the Institute to the school/local board to notify them of the deficiency.

Interventions will move from Tier 1 to tier 2, if the school has not made any effort to rectify the issue.

Governance

Indicator	Description	Meets	Does not Meet	Next Steps *Applicable for Does not Meet*
Did the board receive required board training?	SC Charter Law requires all charter school governing board members attend board orientation within a year of being elected or appointed.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Does the school board have seven board members?	**SECTION 59-40-50.** Exemption; powers and duties; admission to charter school. A charter school board must consist of a board of directors of seven or more individuals with the exact number specified in or fixed in accordance with the bylaws.	The school is meeting the requirements. Open positions that are posted and are being actively filled will be considered by the Institute	The school is not meeting the requirements.	Tier 1
Did the board conduct elections as set by the procedures in the charter?	**SECTION 59-40-50.** Exemption; powers and duties; admission to charter school. Members of a board of directors may serve a term of two years, and may serve additional terms. A choice of the membership of the board must take place every two years. Fifty percent of the members of the board as specified by the bylaws must be individuals who have a background in K-12 education or in business, and the bylaws of the charter school also	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1

	must provide for the manner of selection of these members. In addition, at least fifty percent of the members of the board as specified by the bylaws must be elected by the employees and the parents or guardians of students enrolled in the charter school. Parents or guardians shall have one vote for each student enrolled in the charter school. All members must be residents of the State of South Carolina. A person who has been convicted of a felony must not be elected to a board of directors. If the board of directors consists of an odd number of members, the extra member must be an individual who has a background in K-12 education or in business;			
Is the board/EMO conducting Principal Evaluation annually?	The charter school board must evaluate the school principal/leader annually to ensure the school leader is delivering better outcomes for all children.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Is the board evaluating the Education Management Company's effectiveness? (If applicable)	The charter school board must evaluate the EMO/CMO annually to ensure the EMO/CMO is fulfilling the items listed in the contract with the school.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Did the board delegate any of their responsibilities?	The charter contract between the Institute and the charter school board indicates that the charter school board should not delegate any of the board responsibilities.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1
Did the board develop systems and processes to monitor financial health of the school?	The charter school board must have a process in place to identify and ensure the school is fiscally stable.	The school is meeting the requirements.	The school is not meeting the requirements.	Tier 1

*Not Applicable for Virtual Schools

Institute Interventions

Tier 1: Work with the Institute to develop a plan. Letter from the Institute to the school/local board to notify the deficiency. The department responsible at the Institute will follow the procedures tailored to that department or program.

Tier 2: Will be presented to the Institute board for review. Letter from the Institute to the school/local board to notify them of the deficiency.

Tier 3: School cannot operate without producing the documents. Letter from the Institute to the school/local board to notify them of the deficiency.

Interventions will move from Tier 1 to tier 2, if the school has not made any effort to rectify the issue.

School Major Accomplishments

The school will have an opportunity to showcase five major school accomplishments in no more than three sentences for each accomplishment. These accomplishments must be under the five main indicators. The indicators are academics, finance, school capacity, and innovation. There are no restrictions to address all the indicators. The school can choose to showcase accomplishments for only one indicator. If the accomplishments do not fall under the four indicators, the Institute will not consider the accomplishments for the profile.

Authorizer Accountability

The Institute in collaboration with the Institute Board of Directors will send an anonymous survey to school leaders and school board members to receive feedback on the support services and compliance procedures. The Institute will work with the school to clarify any concerns or questions before the rating on the SSP.

Due Process

Each year, the school will receive the Student Success Profile in June or July. After the School receives the Student Success Profile for the school year, schools will have 30 calendar days to work with the Institute to clarify any ratings on the school profile.

For any questions/concerns or to report any inaccuracies on the Student Success Profile for your school, please contact Vamshi Rudrapati at email: director@erskinecharters.org.

PROFILE OF THE
SOUTH CAROLINA GRADUATE

WORLD CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity

Self-direction

Global Perspective

Perseverance

Work Ethic

Interpersonal Skills

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF **SOUTH CAROLINA COUNCIL ON COMPETITIVENESS**

CHARTER INSTITUTE
at ERSKINE

2018-19 YEAR IN REVIEW

Creative minds

Innovative schools

Effective results

MEET OUR BOARD

Dr. Robert Gustafson
Chairman

Martin O'Connor
Treasurer

Tony Foster
Member

Beth Gustafson
Member

Dr. Tom Hellams
Member

Stu Rodman
Member

WHO WE ARE

The mission of the Charter Institute at Erskine is to empower families and local communities through the establishment and competent operation of high-quality charter schools throughout South Carolina.

History

May 2017	May 2018	July 2019
The South Carolina Department of Education received Erskine's sponsor registration.	The Charter Institute at Erskine moved into its permanent office in Columbia.	The Charter Institute at Erskine entered its second year as an authorizer with 17 charter schools totaling over 10,000 students.

PORTFOLIO UPDATES

After the completion of year one as a charter school authorizer, the Charter Institute at Erskine is rapidly changing with new, expanding, transferring, and closing schools.

2018-2019 AUTHORIZATION DECISIONS

9 TRANSFERS

1 RENEWAL

3 NEW

EXPANSION OF EXISTING SCHOOLS

School	Location	From	To
Belton Preparatory Academy	Belton	K-2	K-3
Mevers School of Excellence	Goose Creek	K-7	K-8
Midlands STEM Institute	Winnsboro	K-9	K-10
Virtus Academy of South Carolina	Florence	K-3	K-4

APPROVED APPLICATIONS FOR 2020-2021

20 LETTERS OF INTENT

8 APPLICATIONS

2 APPROVALS
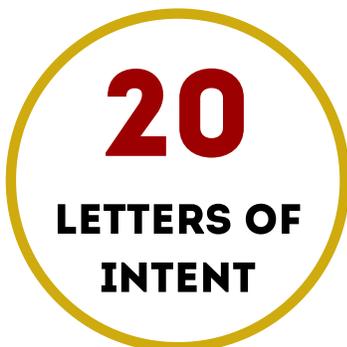
ENGAGEMENT

The Charter Institute at Erskine team consists of veteran leadership across the field of education. We are committed to offering our schools the assistance needed to be successful. Here are a few ways the Institute engages with its schools:

SCHOOL LEADERS MEETINGS

The Charter Institute at Erskine hosted three meetings (back-to-school, fall, and spring) for the 2018-2019 school year with our School Leaders that focused on each department at the Institute. The goals of these meetings were to increase in-person communication and support with schools, promote Institute school collaboration and networking, and provide focused training for staff.

GOVERNING BOARD EVENTS

The Charter Institute at Erskine hosted innovative ways to enhance the effectiveness of our schools' board of directors. The Institute conducted a board retreat in December 2018 that featured several prominent figures across the state including the Inspector General, the Public Charter School Alliance of South Carolina, Education Management Organizations, and state attorneys.

100% *of schools participated in leaders meetings*

100% *of schools were visited by Institute staff*

"South Carolina Virtual Charter School has a deep appreciation to our state charter authorizer, the Charter Institute at Erskine. Since establishing our partnership with them in July 2018, the Institute's philosophy of student-centered support for schools, students, families, and staff has been an asset for the continuing success of SCVCS. Together, SCVCS and the Charter Institute at Erskine are "moving the needle" to improve educational outcomes for South Carolina students and schools so that each student can achieve his or her full potential."

-Dr. Cherry Daniel
SCVCS Executive Director

HIGHER EDUCATION PARTNERSHIP

The Charter Institute at Erskine values the collaboration and relationship it has with Erskine College. The college is dedicated to having a profound impact on our schools and their communities. Below are some of the ways Erskine and the Institute are connected:

ERSKINE PILOT SCHOLARSHIP

Every graduate from a school authorized by the Charter Institute at Erskine that is accepted to Erskine College will receive a four-year, $100,000 scholarship.

CAMPUS VISITS

Throughout the school year, our schools are invited to take tours of the Erskine campus in Due West. All of our schools visited Erskine at least once during the 2018-2019 school year.

SCHOOL STAFF TRAININGS

Erskine College held trainings for school leaders and their guidance counselors throughout the year.

FACILITIES

Virtual school students received the opportunity to use the Erskine College science lab and hear from professors.

MEET OUR TEAM

Leadership

Cameron Runyan, CEO
Vamshi Rudrapati, Director

Operations

Paula Gray
Sonja Bradford
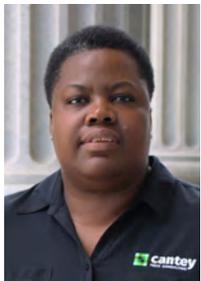Grace Rubenzer

Accountability | Communications

Richard Melzer
Kusuma Buddhiraju
Derek Phillips
Ashley Epperson

Finance | Federal Programs

John Li
Haley Perez
Ciera Bing
Ashley Sturkie

School and Student Services | PowerSchool/IT Support

Christy Junkins
Dr. Sherri Herbst
Celina Patton
Laura Merrick
Zenobia Ealy
Allen Ray

Our Schools

Greenville
Cherokee
York
Pickens
Spartanburg
Oconee
Chester
Lancaster
Chesterfield
Marlboro
Union
Anderson
Laurens
Fairfield
Kershaw
Darlington
Dillon
Newberry
Abbeville
Greenwood
Saluda
Richland
Lee
Florence
Marion
McCormick
Sumter
Horry
Lexington
Calhoun
Edgefield
Clarendon
Williamsburg
Aiken
Orangeburg
Georgetown
Barnwell
Bamberg
Berkeley
Dorchester
Charleston
Allendale
Colleton
Hampton
Charleston
Jasper
Beaufort
Beaufort

Statewide Virtuals

CYBER ACADEMY OF
SOUTH CAROLINA

odyssey
ONLINE LEARNING

SOUTH CAROLINA
VIRTUAL CHARTER SCHOOL℠

2019-2020 Schools

Clear Dot Charter School
Global competence
Grades K-6
Columbia
www.cleardotcharterschool.org

Principal Dr. Lindsey Ott

Legion Collegiate Academy
Dual-credit
Grades 9-12
Rock Hill
www.legioncollegiateacademy.org
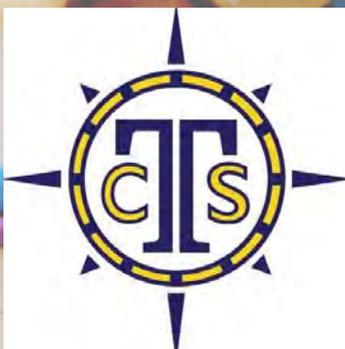
Principal Dr. TK Kennedy

Summit Classical School
Classical
Grades K-3
Clinton
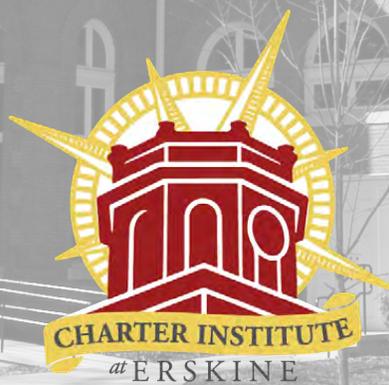*www.summitclassicalschools.com*

Principal Terrie Hall

Thornwell Charter School
Personalized learning
Grades K-6
Clinton
www.thornwellcharterschool.org

Principal Hugh Wilson

Program Summary			
EIA-Funded Program Name	South Carolina First Steps to School Readiness	**Address**	1300 Sumter Street Suite 100 Columbia, SC 29201

FY 2019-20 EIA Appropriation	$29,336,227 (EIA Only)	**FY 2020-21 EIA Funding Request**	$29,336,227 (EIA Only)

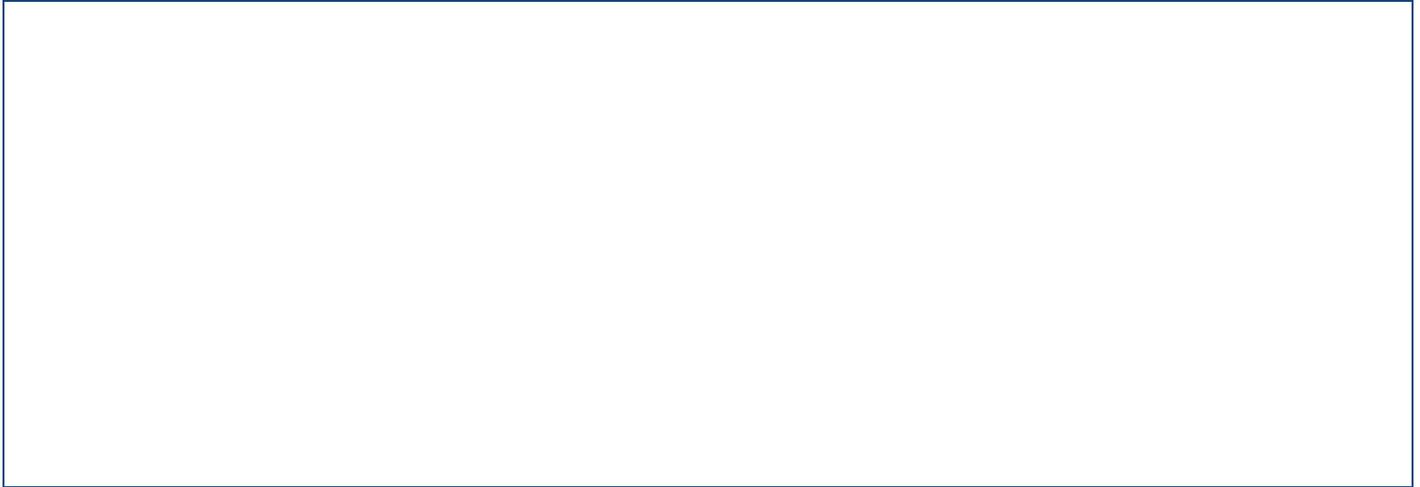|			
Program Contact	Georgia Mjartan	**Division/Office**	South Carolina First Steps to School Readiness
Contact Title	Director	**Address**	1300 Sumter Street Suite 100 Columbia, SC 29201
Contact Phone	803-734-1020	**Contact E-Mail**	gmjartan@scfirststeps.org

Summary of Program:

South Carolina First Steps to School Readiness (SCFS) is the state's comprehensive, public-private early childhood initiative. In addition to serving community needs via a network of independent, non-profit grantee organizations (First Steps' 46 local partnerships), SCFS is home to South Carolina's Early Childhood Advisory Council, administers the state's 4-year-old prekindergarten program in more than 200 private preschool settings, and serves as the state's lead/sponsor agency for Nurse-Family Partnership and Parents as Teachers.

FROM STATUTE:

There is established the South Carolina First Steps to School Readiness, a comprehensive, results-oriented initiative for improving early childhood development by providing, through local partnerships, public and private funds, and support for high-quality early childhood development and education services for children by providing support for their families' efforts toward enabling their children to reach school ready to succeed. – 59-152-10

The purpose of the First Steps initiative is to develop, promote, and assist efforts of agencies, private providers, and public and private organizations and entities, at the state level and the community level, to collaborate and cooperate in order to focus and intensify services, assure the most efficient use of all available resources, and eliminate duplication of efforts to serve the needs of young children and their families. First Steps funds must not be used to supplant or replace any other funds being spent on services but must be used to expand, extend, improve, or increase access to services or to enable a community to begin to offer new or previously unavailable services in their community. -- SECTION 59-152-20.

- 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	$6,334,057	%
Allocated to Other Entities (Please Explain) Funding includes allocations to Local First Steps Partnerships and 4K Providers	$23,002,170	%
Other (Please Explain)	$	%
Other (Please Explain)	$	%
TOTAL:	$29,336,227	%

   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:

Title 59, Chapter 152 – South Carolina First Steps to School Readiness
Title 59, Chapter 156 – South Carolina Child Early Reading and Development Program
Title 63, Chapter 11, Article 17 – South Carolina First Steps Board of Trustees

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

1.57, 1.66, 1.69, ,1.75, 1.76, 1A.9, 1A.29, 1A.53, 1A.59

Regulation(s):
None

B. Other Governing Guidelines

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

X	Yes		No

If yes, please describe:

The First Steps Board of Trustees promulgates Partnership Program and Accountability Standards annually. These guidelines contractually govern the operations of local First Steps partnerships.

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.

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	Kindergarten readiness is predictive of long-term academic and life success – with many desirable attributes identified in the Profile of the Ready Graduate tracing their origins to the years of early childhood. Evidence suggests that low-income and other at-risk children lack exposure to appropriate language and developmental stimuli during this critical window of development.
Goal	South Carolina's young children, their families, and the service providers who support them will demonstrate positive outcomes on key measures linked to improved school readiness.

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?)
Note: SC First Steps delivers dozens of early childhood interventions at the state and local levels. The strategies, outputs and outcomes described below address the initiative's largest and most prevalent investments.				
Expand the delivery of evidence-based home visitation strategies (Parents as Teachers,	Improve parental knowledge, interactive parenting skills and literacy behaviors through the	Number of home visits delivered: **FY19 (PAT): 21,075** Duration of home visits delivered:	Improvements to child interactive literacy behaviors as measured by	Adult-Child Interactive Reading Inventory (ACIRI)

Partnerships/Programs/Agencies

Parent-Child Home, Nurse-Family Partnership) aimed at children at high-risk of early school failure.	delivered of home and group visits at least twice monthly to families identified with two or more risk factors linked to early school failure.	**FY19 (PAT): 23,032 Hours** Average PAT visits per client, per month: **FY19 (PAT): 2.14** Average number of client risk factors: **FY19 (PAT): 2.64** Percentage of PAT clients with 2 or more significant risk factors: **FY19 (PAT): 89.20**	the Adult-Child Interactive Reading Inventory: **FY19 (PAT): 15.3% avg. gain** Improvements to parents interactive literacy behaviors as measured by the Adult-Child Interactive Reading Inventory: **FY19 (PAT): 13.0% avg. gain**	Adult-Child Interactive Reading Inventory (ACIRI)
Provide technical assistance and training designed to improve the quality of child care providers serving large numbers of high-risk SC preschoolers.	Improve the quality of child care provided to high-risk SC children through the provision of quality enhancement (technical assistance) and professional development targeted at providers serving this population.	Number of child care providers participating in intensive quality-enhancement initiatives: **FY19: 121** Duration of technical assistance visits delivered: **FY19: 5,007** Hours of certified professional development delivered: **FY18: 929** **FY19: (Final Data Not Yet Available)** Total training attendance: **FY18: 6,628** **FY19: (Final Data Not Yet Available)**	Improvements in quality as measured by the Environment Rating Scales (ERS): **FY19: 10.0% average gain**	Environment Rating Scales (ERS)
Partner with the state's private preschool providers to increase the	Improve both the quality of the state's preschool providers (through the	Number of 4K students enrolled **FY20: 2,467 (Partial Count as of August 30, 2019)**	Teaching Strategies GOLD Results	Teaching Strategies GOLD

Partnerships/Programs/Agencies

availability – and ensure the high quality delivery – of both four-year-old kindergarten and Early Head Start services to low-income infants and toddlers	provision of targeted technical assistance and high-quality professional development) and child readiness outcomes through the provision of state-funded 4K and federally funded Early Head Start services in collaboration with private-sector preschool providers.	Number of First Steps 4K providers/classrooms: **FY20: 218 providers, 245 classrooms** Number of administrators trained at Leadership Academy: **FY20: 231** Number of teachers/assistants trained at 4K Academy **FY20: 371**	Percentage of at-risk four-year-olds accomplishing age-appropriate expectations via Teaching Strategies GOLD (Year-End 2019): Social-Emotional: 82% Physical: 91% Language: 82% Cognitive: 81% Literacy: 90% Mathematics: 79% EOC 4K evaluation results	
Strengthen transitions between home and school through the delivery of Countdown to Kindergarten services to high-risk rising kindergartners.	Improve connections between home and school, improve parental knowledge of 5K requirements and students' comfort levels through the provision of 6 home visits from kindergarten teacher.	Children Served: **FY18: 1,100** **FY19:** (Final Data Not Yet Available) Total CTK Home Visits Delivered: **FY18: 6,116** **FY19:** (Final Data Not Yet Available)	Parent/Teacher Surveys	Parent/Teacher Surveys (A stand-alone evaluation of CTK is in the planning stages.)

Fiscal Year 2019-20	
Problem/Issue	Kindergarten readiness is predictive of long-term academic and life success – with many desirable attributes identified in the Profile of the Ready Graduate tracing their origins to the years of early childhood. Evidence suggests that low-income and other at-risk children lack exposure to appropriate language and developmental stimuli during this critical window of development.
Goal	South Carolina's young children, their families, and the service providers who support them will demonstrate positive outcomes on key measures linked to improved school readiness.

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?)
Note: SC First Steps delivers dozens of early childhood interventions at the state and local levels. The strategies, outputs and outcomes described below address the initiative's largest and most prevalent investments.				
Expand the delivery of evidence-based home visitation strategies (Parents as Teachers, Parent-Child Home, Nurse-Family Partnership) aimed at children at high-risk of early school failure.	Improve parental knowledge, interactive parenting skills and literacy behaviors through the delivered of home and group visits at least twice monthly to families identified with two or more risk factors linked to early school failure.	Projected number of home visits delivered: **FY20 (PAT): 21,075** Projected Duration of home visits delivered: **FY20 (PAT): 23,032 Hours** Projected Average PAT visits per client, per month: **FY20 (PAT): 2.14** Projected Average number of client risk factors: **FY20 (PAT): 2.64**	Projected Improvements to child interactive literacy behaviors as measured by the Adult-Child Interactive Reading Inventory: **FY20 (PAT): 15.3% avg. gain** Projected Improvements to parents interactive literacy behaviors as measured by the Adult-Child Interactive Reading Inventory: **FY20 (PAT): 13.0% avg. gain**	Adult-Child Interactive Reading Inventory (ACIRI) Adult-Child Interactive Reading Inventory (ACIRI)

		Projected Percentage of PAT clients with 2 or more significant risk factors: **FY20 (PAT): 89.20**		
Provide technical assistance and training designed to improve the quality of child care providers serving large numbers of high-risk SC preschoolers.	Improve the quality of child care provided to high-risk SC children through the provision of quality enhancement (technical assistance) and professional development targeted at providers serving this population.	Projected Number of child care providers participating in intensive quality-enhancement initiatives: **FY20: 121** Projected Duration of technical assistance visits delivered: **FY20: 5,007** Projected Hours of certified professional development delivered: **FY20: 929** Projected Total training attendance: **FY20: 6,628**	Projected Improvements in quality as measured by the Environment Rating Scales (ERS): **FY20: 10.0% average gain**	Environment Rating Scales (ERS)
Partner with the state's private preschool providers to increase the availability – and ensure the high quality delivery – of both four-year-old kindergarten and Early Head Start services to low-income infants and toddlers	Improve both the quality of the state's preschool providers (through the provision of targeted technical assistance and high-quality professional development) and child readiness outcomes through the provision of state-funded 4K and federally funded Early Head Start services in collaboration with private-	Projected Number of 4K students enrolled **FY20: 2,952** Projected Number of First Steps 4K providers/classrooms: **FY20: 218 providers, 245 classrooms** Projected Number of administrators trained at Leadership Academy:	Teaching Strategies GOLD Results Percentage of at-risk four-year-olds accomplishing age-appropriate expectations via Teaching Strategies GOLD (Projected Year-End 2020): Social-Emotional: 82% Physical: 91% Language: 82%	Teaching Strategies GOLD

		FY20: 231 Projected Number of teachers/assistants trained at 4K Academy **FY20: 371**	Cognitive: 81% Literacy: 90% Mathematics: 79% EOC 4K evaluation results	
sector preschool providers.				
Strengthen transitions between home and school through the delivery of Countdown to Kindergarten services to high-risk rising kindergartners.	Improve connections between home and school, improve parental knowledge of 5K requirements and students' comfort levels through the provision of 6 home visits from kindergarten teacher.	Projected Children Served: **FY20: 1,100** Projected Total CTK Home Visits Delivered: **FY20: 6,116**	Parent/Teacher Surveys	Parent/Teacher Surveys (A stand-alone evaluation of CTK is in the planning stages.)
Fiscal Year 2020-21				
Problem/Issue	Kindergarten readiness is predictive of long-term academic and life success – with many desirable attributes identified in the Profile of the Ready Graduate tracing their origins to the years of early childhood. Evidence suggests that low-income and other at-risk children lack exposure to appropriate language and developmental stimuli during this critical window of development.			
Goal	South Carolina's young children, their families, and the service providers who support them will demonstrate positive outcomes on key measures linked to improved school readiness.			
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?)
Note: SC First Steps delivers dozens of early childhood interventions at the state and local levels. The strategies, outputs and outcomes described below address the initiative's largest and most prevalent investments.				

Partnerships/Programs/Agencies

Expand the delivery of evidence-based home visitation strategies (Parents as Teachers, Parent-Child Home, Nurse-Family Partnership) aimed at children at high-risk of early school failure.	Improve parental knowledge, interactive parenting skills and literacy behaviors through the delivered of home and group visits at least twice monthly to families identified with two or more risk factors linked to early school failure.	Projected number of home visits delivered: **FY21 (PAT): 21,075** Projected Duration of home visits delivered: **FY21 (PAT): 23,032 Hours** Projected Average PAT visits per client, per month: **FY21 (PAT): 2.14** Projected Average number of client risk factors: **FY21 (PAT): 2.64** Projected Percentage of PAT clients with 2 or more significant risk factors: **FY21 (PAT): 89.20**	Projected Improvements to child interactive literacy behaviors as measured by the Adult-Child Interactive Reading Inventory: **FY21 (PAT): 15.3% avg. gain** Projected Improvements to parents interactive literacy behaviors as measured by the Adult-Child Interactive Reading Inventory: **FY21 (PAT): 13.0% avg. gain**	Adult-Child Interactive Reading Inventory (ACIRI) Adult-Child Interactive Reading Inventory (ACIRI)
Provide technical assistance and training designed to improve the quality of child care providers serving large numbers of high-risk SC preschoolers.	Improve the quality of child care provided to high-risk SC children through the provision of quality enhancement (technical assistance) and professional development targeted at providers serving this population.	Projected Number of child care providers participating in intensive quality-enhancement initiatives: **FY21: 121** Projected Duration of technical assistance visits delivered: **FY21: 5,007** Projected Hours of certified professional development delivered: **FY21: 929**	Projected Improvements in quality as measured by the Environment Rating Scales (ERS): **FY21: 10.0% average gain**	Environment Rating Scales (ERS)

Partnerships/Programs/Agencies

		Projected Total training attendance: **FY21: 6,628**		

Partner with the state's private preschool providers to increase the availability – and ensure the high quality delivery – of both four-year-old kindergarten and Early Head Start services to low-income infants and toddlers	Improve both the quality of the state's preschool providers (through the provision of targeted technical assistance and high-quality professional development) and child readiness outcomes through the provision of state-funded 4K and federally funded Early Head Start services in collaboration with private-sector preschool providers.	Projected Number of 4K students enrolled
		    FY21: 3,050
		
		Projected Number of First Steps 4K providers/classrooms:
		
		    FY21: 220 providers, 250 classrooms
		
		Projected Number of administrators trained at Leadership Academy:
		    FY21: 235
		
		Projected Number of teachers/assistants trained at 4K Academy
		
		    FY21: 395
			Teaching Strategies GOLD Results
			
			Percentage of at-risk four-year-olds accomplishing age-appropriate expectations via Teaching Strategies GOLD (Projected Year-End 2021):
			
			Social-Emotional: 82%
			Physical: 91%
			Language: 82%
			Cognitive: 81%
			Literacy: 90%
			Mathematics: 79%
			
			EOC 4K evaluation results
				Teaching Strategies GOLD

Strengthen transitions between home and school through the delivery of Countdown to Kindergarten services to high-risk rising kindergartners.	Improve connections between home and school, improve parental knowledge of 5K requirements and students' comfort levels through the provision of 6 home visits from kindergarten teacher.	Projected Children Served:
		    FY21: 1,100
		
		Projected Total CTK Home Visits Delivered:
		    FY21: 6,116
			Parent/Teacher Surveys	Parent/Teacher Surveys (A stand-alone evaluation of CTK is in the planning stages.)

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**.

Because of the large number of strategies funded by SC First Steps, a comprehensive listing of associated evidence is prohibitive in this format. Pursuant to SC Section 59-152-100, the First Steps Board of Trustees has identified a definition of "evidence-based" and developed a list of programs deemed "evidence-based." 75% of local partnership program funding must now be dedicated to evidence-based strategies, effective July 1, 2018. Under the Board's definition, evidence-based programs are those demonstrating positive outcomes in at least one published, well-constructed study utilizing either a randomized control trial or quasi-experimental design.

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**.

N/A

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

A. Outcomes

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

Each of First Steps' funded strategies is required to demonstrate measurable outcomes, with measurement tools and methods either detailed in the First Steps Accountability Standards (available for download at: https://scfirststeps.org/wp-content/uploads/2019/05/FY20-First-Steps-Standards-FINAL.pdf**) or as part of the partnership's annual grant renewal application. The outcomes of 4K students are measured using Teaching Strategies GOLD.**

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?

Steps' program fidelity and evaluation requirements are incorporated directly into partnership grant agreements. Failure to adhere to these requirements will result in corrective action by the Board, up to and including discontinuation of funding. Programs not leading to expected outcomes are provided intensive technical assistance and are subject to additional review by the State Board.

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 most recent external evaluation of SC First Steps was completed by Compass Evaluation and Research of Durham, NC and released in March of 2015. We are currently conducting a follow up external evaluation which will be completed in November of 2019.   A summary of the 2015 findings is quoted below:

Continuing Steps to School Readiness: The Compass Report on the Evaluation of South Carolina First Steps to School Readiness

Compass Evaluation and Research of Durham, NC was contracted by the SC First Steps Board of Trustees pursuant to South Carolina Section 59-125-160 to "assess the extent to which First Steps has been successful in meeting its five legislative goals and articulate the relative 'value add' (or lack thereof) of SC's maintenance of a statewide early childhood coordination and service delivery structure." The evaluation team finds that:

1. **First Steps' public-private structure and model of shared governance generate a high degree of value-added at both the state and local levels.**

Compass cites multiple examples of value-added by the First Steps initiative, including:

- Systems efficiencies such as non-duplication of services,

- Leveraging of available resources to support community needs, and

- Benefits that **accrue** to multiple family members.

best practices."

2. **First Steps is finding and serving the state's most high-need clients.**

Echoing previous evaluations, Compass notes First Steps' **considerable success "in finding and serving the state's most high-risk children and families**, with evidence suggesting a large percentage of current clients possess two or more readiness risk factors."

3. **First Steps is meeting legislated goals.**

First Steps is investing "in multiple **efficient and evidence-based strategies** for ensuring children have reduced risk for major physical, developmental, and learning problems and can enter school healthy and ready to succeed. For example, children's pre-literacy skills are being addressed through family strengthening programs and available **data suggest progress in child and family outcomes**."

4. **First Steps has a statewide fiscal and programmatic accountability structure in place to guide and provide oversight to local partnerships. This structure supports the translation of state-level priorities into practice.**

Evaluators note that "First Steps has developed and implements processes to track expenditures and to regularly communicate with local partnerships regarding their expenditures, to ensure fiscal accountability, full expenditure of funds, and important internal control measures." In regards to program implementation, **"the team commends First Steps on the development and use of Program Accountability Standards**," which they find to be "comprehensive and aligned with best practices."

5. **At the state and local levels, First Steps serves as the "battery" powering many of the state's key early childhood conversations and practices.**

Discussing the initiative's collaborative, state and local, public and private structure, Compass notes that "First Steps often and in many ways reaches beyond a circle of agencies and administrators to **engage local community stakeholders such as parents, educators, and the Community of Faith in investing in early childhood**, with investments occurring on the family, caregiver, and neighborhood level. It is these investments that often make the difference for at-risk and high-need children, as these children often require attention and support from multiple sources."

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	29,336,227	29,336,227
General Fund	6,521,510	6,522,877
Lottery		
Fees		
Federal Funds (specify): Early Head Start	519,223	
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):Private, Interest	959,975	618,657
Carry Forward from Prior Year	**9,736,885**	**6,531,620**

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	2,509,086	4,023,120
Contractual Services	2,226,076	2,767,534
Supplies & Materials	1,740,795	1,734,863
Fixed Charges	319,879	433,641
Travel	144,169	352,436
Equipment	0	57,881
Employer Contributions	923,071	1,397,978
Allocations to Districts/Schools/Agencies/Entities	29,535,253	32,241,928
Other: Transfers	1,000,000	1,000,000
Balance Remaining	6,531,620	0
TOTAL:	**44,175,855**	**44,009,381**
# FTES:	**45.5**	**55.5**

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	**1.56 and 1A.29**

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

TITLE	**SED-EIA: Full-Day 4K**

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness, Sec. 1, XIII Employee Benefits**

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	**Yes**

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	SC Department of Education, Education Oversight Committee

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

SUMMARY & EXPLANATION	The proviso provides annual funding levels and geography for the CDEPP program, the proviso is contained in both General Funds and Education Improvement Act Funding sections of the budget bill. The statutes require an annual increase in the tuition amount based on an inflation factor. This factor was provided by the State of SC Revenue and Fiscal Affairs Office as a projection of 2.2% for SFY 2020-21. The amount adjusted reflects this increase. The amount paid to centers has been increased four times since the inception of the program in 2006, contrary to state statutes which call for an annual increase. In addition, the transportation amount per student has been increased only twice. We have adjusted the amount based on the 2.2% inflation factor.

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	2.2% additional cost for the tuition reimbursements for SC First Steps would be $304,700 based on the total cost of tuition for 2018-19. The cost of the transportation would increase by $4,215. The total for both costs would be $308,915. Total fiscal impact would be $308,915.

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
	(SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school year. Public and private providers shall be funded for instructional costs at a rate of $4,600 **$4,701** per student enrolled. Eligible students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of $574**$587** per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment funding, with providers enrolling seven or more such children eligible for funding not to exceed $10,000. Providers receiving equipment funding are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program, Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available.
	
	   Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department, during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations for the current fiscal year to account for the findings.
	
	   Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and

funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades along with information, recommendations, and a timeline for how the state can increase the number of students served in high-quality programs.

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

FORM D – PROVISO REVISION REQUEST

NUMBER	**1.68 & 1A.56**

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

TITLE	**SDE: CDEPP Unexpended Funds & SDE-EIA: CDEPP Unexpended Funds**

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness, Sec. 1, XIII Employee Benefits**

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	**No**

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

REQUESTED ACTION	**Amend**

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

OTHER AGENCIES AFFECTED	**None**

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

SUMMARY & EXPLANATION	Proviso directs the use of 4K unexpended funds at SC First Steps. Requested changes include an elimination of $1 million to be transferred to the Education Oversight Committee. We estimate that there will no longer be a significant cash carry forward at the end of the current fiscal year due to additional services to children and their related expenditures, and these funds will be needed for tuition payments for children. Requested change replaces a fiscal year reference with "the current fiscal year" to prevent the need to amend this proviso annually. In addition, SC First Steps will be allowed to continue to improve the quality of services to eligible children, based on its level of funding, by increasing the payment to high quality centers. In addition to centers rated high quality by the ABC Quality System, national accreditation by the National Association for the Education of Young Children will also be used as an indicator for high quality. The limitation of $1 million for high quality centers from Carry Forward funding has also been removed. This will be important as SC First Steps increases the number of children served in these centers.

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	The proviso would allow for expenditures to up to $1,000,000 for SC First Steps to enhance quality of the services to children and for professional development, but it would not have a fiscal impact as it would only include carry forward amounts. The reduction in unexpended funds would eliminate the $1 million in funding to be transferred to the EOC for the South Carolina Comminity Block Grants for Education Pilot Program. The change related to high quality centers is estimated to be $850,000 for the current level of children for the 2020-21 fiscal year.

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

1.68. (SDE: CDEPP Unexpended Funds) For **the current** Fiscal Year ~~2019-20~~, the Office of First Steps to School Readiness is permitted to retain the first $1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of the full-day 4K program in private centers and provide professional development opportunities. ~~By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight Committee – $1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.~~

~~If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata basis.~~

If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. The department and the Office of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored "Does Not Meet Expectations" on the state English/language arts assessment are serving all eligible four year old~~s~~. By August 1, the Department of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide parent engagement, professional development and quality evaluations of programs.

For **the current** Fiscal Year ~~2019-20~~, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality centers in order to increase the numbers of First Steps participants. ~~Utilizing up to $1,000,000 of carry forward funding,~~ ~~t~~The reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the Department of Social Services **or has National Association for the Education of Young Children (NAEYC) Accreditation** may be increased by up to 10% of the per-student base following guidelines developed by the Office of First Steps.

No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate Finance Committee and the Chairman of the House

Ways and Means Committee on the expenditure of these funds to include the following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program and the amount of money used for professional development as well as the types of professional development offered and the number of participants.

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

FORM D – PROVISO REVISION REQUEST

NUMBER	**1.73**

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

TITLE	**SDE: Military Child Care Centers**

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness**

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	**No**

Is this request associated with a budget request you have submitted for FY 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	Proviso allows SC First Steps to reimburse child care centers in military child care settings for CERDEP eligible children. Funds do not supplant federal funds. The requested change would allow facilities in school districts that are approved for the current year, not the previous year.

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	Proviso allows for current CERDEP eligible children to receive instruction at Military Child Care Centers. There would be no increase in cost.

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

1.73. (SDE: Military Child Care Centers) During the current fiscal year, South Carolina First Steps to School Readiness may extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children residing in school districts approved for participation ~~during the prior fiscal year~~ and may not be used to supplant any existing federal child care investment.

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

FORM D – PROVISO REVISION REQUEST

NUMBER	**1.74**

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

TITLE	**SDE: First Steps 4K Underserved Communities**

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness**

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	**Yes**

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	Proviso allows private providers to apply for up to $30,000 in one-time supplemental funds to increase the number of children served by bringing themselves into compliance with licensing regulations, materials and staffing so they can provide 4K for children in underserved areas. In addition, the proviso allows services to be offered if providers provide services to multi-districts, and multi counties. Date of reporting needs to be changed to reflect the new budget year. One change is being requested to eliminate the words "Newly created or newly approved". This change would allow any Child Care Center, whether currently a provider or not, to add additional classrooms, which in turn will increase the number of children served. This creates a fair opportunity for any provider to increase children served. In addition, we are requesting to delete the words "during the most recent fiscal year." This will ensure that any currently eligible community or center can participate.

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	There is no fiscal impact with the change to this proviso.

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**	**1.74.** (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within underserved communities eligible for participation. ~~during the most recent fiscal year.~~ ~~Newly created and/or newly approved p~~**P**rivate providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to $30,000 in one-time supplemental, needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by March 15, 202~~0~~**1**. For Fiscal Year 20~~19~~-**20-21**, the Office of First Steps may pilot a program to provide CERDEP services in underserved communities serving multi counties and multi-districts. 4K centers served by this pilot may provide CERDEP-funded services to eligible children from non-CERDEP districts but must also offer services to students from at least one school district eligible to participate in the CERDEP program. Utilizing up to $1,000,000 of carry-forward funding, First Steps may provide grants to participants in this pilot if they are public-private partnerships to address building renovations and designs necessary to get the building and classrooms into compliance with licensing regulations and other obstacles that prevent participation in the CERDEP program following guidelines developed by SC First Steps. Providers participating in this pilot are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness.

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

FORM D – PROVISO REVISION REQUEST

NUMBER	**NEW**

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

TITLE	**SDE: (SC First Steps) Publicly Funded Child Care Centers**

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	**Sec. 1, VIII. Education Improvement Act, I. First Steps to School Readiness, Sec. 1, XII First Steps to School Readiness**

Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	**No**

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

REQUESTED ACTION	**ADD**

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

OTHER AGENCIES AFFECTED	**None**

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

SUMMARY & EXPLANATION	Proviso would allow DSS regulated child care centers, that receive funding for Child Care Services from federal or state funds, to participate in the SC State Employee Health Insurance Program, if they cover the entire cost of participation for their staff. In addition, it would allow those same centers to purchase vehicles to be used to transport children for child care services, through the State of SC procurement contracts, if they cover the entire cost of those procurements.

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	There would be fiscal impact as the child care centers would cover the entire cost of their participation.

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**	**NEW.** SDE: (SC First Steps): Publicly Funded Child Care Centers During the current fiscal year, DSS regulated Child Care Centers in South Carolina that receive public funding from either federal or state funding for the provision of child care, can participate in the state employee health insurance program. The Child Care Centers will be responsible for all costs associated with the enrollment of their employees. The publicly funded Child Care Centers can also participate in State Procurement contracts for vehicles used to transport children to the Child Care Center. The Child Care Centers will be responsible for all costs associated with the purchase of any vehicles through this process. Child Care Centers that choose to participate in these two programs will have to provide evidence of their participation in their public funding source. SC First Steps will be responsible for providing information to the centers that are eligible and facilitate process development with appropriate state agencies which will include the Department of Revenue and Fiscal Affairs, PEBA, and State Fleet operations.

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