|  |  |  |  |
| --- | --- | --- | --- |
| **Program Summary** | | | |
| **EIA-Funded Program Name** |  | **Address** |  |
|  |  |  |  |
| **FY 2018-19 Current Program Budget**  (if applicable) |  | **FY 2019-20 EIA Funding Request** |  |
|  |  |  |  |
| **Program Contact** |  | **Organization** |  |
| **Contact Title** |  | **Address** |  |
| **Contact Phone** |  | **Contact E-Mail** |  |
|  |  |  |  |
| **Summary of Program**: | | | |

* The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. Friday, September 28, 2018.**
* Hard copies may be mailed to: Education Oversight Committee, Post Office Box 11867, Columbia, SC 29211. Hard copies may also be delivered to the Education Oversight Committee, located in Room 502 of the Brown Building on Statehouse grounds. The Brown Building is located on the corner of Pendleton and Sumter streets**.** Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov**.**

|  |  |  |
| --- | --- | --- |
| **1.** | **Program History**  Please mark the appropriate response. Choose all that apply. This program: | |
|  |  | was created or implemented as part of the Education Accountability Act |
|  |  | has been operation for five years or more |
|  |  | has been operational for less than five years |
|  |  | was funded last fiscal year by general or other state funds |
|  |  | is a new program implemented for the first time with EIA revenues |
|  |  | Other (please describe): |

|  |  |
| --- | --- |
| **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 2018-19 General Appropriations 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 |  | No |
|  | | | |
| If yes, please describe: | | | |

**3. Logic Model and Project Partners**

Complete the Logic Model Template provided below **with specific reference to** the *Profile of the SC Graduate* (Attachment C) 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* (Attachment C) 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. |

**Attachment A: Fiscal Year Logic Model and Project Partners**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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?) | **Current or Proposed** | **Outputs**  (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.) | **Outcomes (1-2 years)**  (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.) | **Measures and Assessment Tools**  (How do you measure your outputs and outcomes? What are your outcomes or measures?) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Provide a logic model for **current or proposed strategies during** FY 2018-19. After completing the Logic Model, respond to Questions 3A(i) and 3A(ii). The Goal should address overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* (Attachment C) as relevant.

**Question 3A(i): 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 may be used.

**Question 3A(ii): External Factors:** Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during FY 2018-19. A bulleted format may be used.

**Attachment B: Current or New Fiscal Year Project Partners during FY 2018-19 and/or Projected for FY 2019-20**

Provide detail about any current or new project partners who contribute (cash, in-kind, other manner) to the program during FY 2018-19 or FY 2019-20.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Partner (and indicate if current or new partner)** | **Type of Organization**  (public, private, nonprofit) | **Mission of Organization** | **Role in Project** | **Type of Contribution** (cash, in-kind, other) | **Value of Contribution in Dollars** |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
|  |  |  |  |  | $ |
| **TOTAL VALUE** | | | |  | $ |

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

1. **Outcomes**

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

1. **Implementation**

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

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

1. **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.

**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:

**6. Program Budget -** Complete the budget table(s) below for Fiscal Years 2017-18 and 2018-19.

|  |  |  |
| --- | --- | --- |
| **Funding Sources** | **FY 2018-19 Actual** | **FY 2019-20 Estimated** |
| **State Funds:** |  |  |
| EIA |  |  |
| General Fund |  |  |
| Lottery |  |  |
| Fees |  |  |
| **Federal Funds (specify):** |  |  |
| **Other Sources:** |  |  |
| Grant |  |  |
| Contributions |  |  |
| Non-Profit (Foundation, etc.) |  |  |
| **Other (specify):** |  |  |
| Carry Forward from Prior Year |  |  |
|  |  |  |
| **Expenditures** | **FY 2018-19 Actual** | **FY 2019-20 Estimated** |
| Personal Service |  |  |
| Contractual Services |  |  |
| Supplies & Materials |  |  |
| Fixed Charges |  |  |
| Travel |  |  |
| Equipment |  |  |
| Employer Contributions |  |  |
| Allocations to Districts/Schools/Agencies/Entities |  |  |
| Other: Transfers |  |  |
|  |  |  |
|  |  |  |
| Balance Remaining |  |  |
| **TOTAL:** |  |  |
| **# FTES:** |  |  |

**ATTACHMENT C: Profile of the South Carolina Graduate (For Information Purposes Only)**

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