EIA and EAA Budget and Proviso Requests for FY 2023-24

Presented to EOC
December 12, 2022

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to "review and monitor the implementation and evaluation of the Education Accountability Act and the Education Improvement Act programs and funding" and to "make programmatic and funding recommendations to the General Assembly." To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2021-22 and 2022-23 and including any additional requests for Fiscal Year 2023-24.

Additional EIA requests for **Fiscal Year 2023-24** total $57,798,394.

On November 16, 2022, the Board of Economic Advisors (BEA) issued updated revenue projections for FY 2023-24. The BEA identified a $148,799,000 increase in EIA funds for FY 2023-24 and $252,394,300 in surplus (See Table 1).

Table 1

EIA Estimate 2023-24	
1. EIA Base Appropriation 2022-23	$1,004,596,475
2. EIA Estimate FY24 (Nov. 2022)	$1,153,395,000
Projected NEW EIA (recurring) (2-1)	**$148,799,000**
3. EIA Revised Estimate FY23 (Nov. 2022)	$165,742,000
4. EIA FY22 Surplus	$244,572,300
5. EIA FY22 Surplus Appropriated for FY 23	$157,920,000
EIA Available for Appropriation in FY24 (3 + 4 - 5)	**$252,394,300**

Summary of Proposed EOC Staff Recommendations for EIA 2023-24

<div align="center">**Table 2**</div>

Nonrecurring Funds (Surplus) Available Funds $252,394,300	
Name of Program	**Funds**
Instructional Materials	$30,000,000
Artificial Intelligence	$3,000,000
High Dose Tutoring (during school, after school, extended year)	$17,653,600
Reserve Fund for Aid to Classrooms	$100,000,000
Total Nonrecurring Funds	**$150,653,600**

Table 3

Recurring Funds Available New Funds $148,799,000	
Priority Items	**Funds**
Unfinished Learning in Math	
• Math Resources (Teach to One)	$1,500,000
• Math Professional Development	$3,000,000
• Getting SC Mathematics Back on Track (Math)	$322,000
Literacy Professional Development (LETRS)	$15,000,000
Ten additional teacher contract days in Literacy Project Schools to be used for high quality professional development provided by the SCDE	$20,000,000
CERRA	$1,000,000
Assessment of Reading (SCDE)	$300,000
Additional two days added to teacher contract for professional learning	$35,000,000
Adult Education (SCDE)	$100,000
Career and Technology Education	$5,000,000
Teacher Supplies	$3,033,850
South Carolina Advanced Placement Partnership	$1,500,000
Palmetto Gold and Silver Awards	$7,105,000
CDEPP-SCDE	$15,068,833
First Steps	$455,392
Other State Agencies' Teacher Salary	$955,350
Automotive Pre-engineering Pathway	$1,800,000
Additional Funds held for Aid to Classrooms (in case downturn in economy)	$30,000,000
Total Recurring Funds	**$141,140,425**

Remaining Funds allocated to General Assembly for educational needs appropriation	**$7,658,575**

Total New Funds	**$148,799,000**

Recommendations for EIA Funding

I. EIA Surplus FY 2022-23

For the current fiscal year, the EIA surplus of non-recurring dollars is expected to be $252,394,300.

Recommendation 1: Instructional Materials   **$30,000,000**

With the request from the South Carolina Department of Education for additional funds for instructional materials and to ensure instructional materials for schools and teachers are up-to-date and aligned with newly revised academic standards, a recommendation is made to utilize $30,000,000 of the nonrecurring funds for instructional materials.

Recommendation 2: Artificial Intelligence   **$3,000,000**

Given the ever-growing need for trained individuals in this industry, a recommendation is made to develop, pilot, and implement a high school curriculum for high school students in an artificial intelligence career and technology program. Palmetto Partners, a collection of CEOs across SC, would serve as an advisory group to a selected vendor during the development and implementation phases. The Palmetto Partners Board decided two years ago to become involved in supporting the efforts to develop a plan to launch an initiative statewide in artificial intelligence through partnerships with the SC Department of Education and industrial partners.

The pilot project would involve research, design and development of an automotive pathway that includes computer science, coding, artificial intelligence, and other smart technology platforms to prepare students to graduate college and career ready with certifications in auto smart engineering. The program will include a four-year sequential pathway that is aligned with two- and four-year college automotive programs and includes teacher training, third party assessments, and certifications. The pathways would prepare students to be prepared to enter automotive and airline industries like Boeing, Volvo, BMW, and other related affiliate companies.

Up to four sites in South Carolina would be identified to implement the program during the pilot period. The final product would be a 2-3 yearlong program for high school students and is intended to be an additional career completer program. The estimated cost for the development of the curriculum, teacher training, and pilot program is three (3) million.

The request is for one-time funds with a provision for carry over to complete the project.

Recommendation 3: High Dose Tutoring   **$17,653,600**

High dose tutoring has emerged as an evidence-based practice that is highly effective for assisting struggling students in all academic areas.[1] For mathematics and reading, research supports students should be in groups of 3-5 with similar skill gaps for 30 minutes three times per week for a minimum of 10 weeks.

Tutors could be galvanized as Tennessee has done to include college students, community members with math background, retired teachers, and/or others. In addition, districts could use high school students with the skills and knowledge in math and/or reading to serve as tutors. Districts should choose from high quality curriculum identified by the SC Department of Education. The tutors would be trained in the curriculum and instructional strategies.

The SC Department of Education would allocate funds based on the number of students in a district that scored Not Met in either ELA or Mathematics on SC READY for 2022.

During each semester, the tutor serves 12 students for three (3) days each week for 30-60 minutes a day. A tutor would serve up to 24 students per year. High school students could serve in the afternoons or earlier in the day if their schedules permit. The cost per tutor would be $3,600 plus fringe to equal $5112 per year.

For both math and reading, there would be 1,956 tutors: 978 for math and 978 reading.

A total of 46,944 students could participate in the program during the regular school year.

Funds would be allocated to districts by the SCDE for students requiring more than the 10 prescribed weeks.

In addition, state approved curriculum would be provided to the districts to implement the tutoring plus the additional funds for tutor training.

The EOC would conduct an analysis of the program results.

Recommendation 4: Reserve Fund for Aid to Classrooms   **$100,000,000**

In anticipation of a financial downfall, the EOC recommends $100,000,000 be set aside for funding Aid to Classrooms line for schools.

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[1]https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_1

II. EIA Projected Growth FY 2023-24

All programs funded for 2023-24 are recommended for funding at its current level.

With EIA additional requests totaling **$57,798,394** and available EIA recurring growth funding estimate of **$148,799,000** the Subcommittee prioritized funding into three categories: (1) College and Career Ready, (2) Teacher Recruitment and Retention and (3) Unfinished Learning after Pandemic.

Priority 1: College and Career Ready

Recommendation 4: Career and Technology Education $5,000,000

Currently schools are allocated approximately 20 million for career and technology education equipment. With the cost of the equipment continuing the rise, the "buying power" of districts and career centers has diminished. The EOC is recommending an additional 5 million be allocated to schools to secure equipment. Monies are to be allocated based on the same formula as the current allocation. These additional funds are specified to be used only for equipment directly related to an industry certification.

Recommendation 5: Automotive Pre-Engineering Pathway $1,800,000

Advanced Automotive Pre-Engineering Pathway will provide students in grades 9-12 with a career path to enter the fast-developing smart vehicle sector supported with major investments by Boeing, BMW, Volvo and other affiliate industries. The funding allocation will provide the research, design, and development of the curriculum automotive pathway that includes computer coding, artificial intelligence, and other smart technology platforms to prepare students to graduate college and career ready with certifications in the smart engineering technology. The pathway will include a sequence of four courses aligned with two-year and four-year college programs with teacher training, third party assessment, and program certifications. The funding will provide support for four pilot sites.

Recommendation 6: South Carolina Advanced Placement Partnership $1,500,000

The EOC recommends a partnership between the SC Department of Education and College Board to provide staffing, consulting expertise and technical assistance to improve college and career readiness of secondary and middle school students. This partnership aims to improve student outcomes and expand reach for all students. High schools will be provided Pre-AP courses that prepare students for success in AP courses. The Pre-P courses will increase the rigor and expectations for student performance. Pre-AP courses can also be delivered to middle schools.

Recommendation 7: SCDE Adult Education Career Services and Tech $100,000

The EOC recommends an additional $100,000 in funds for the SCDE- Office of Adult Education to focus on and assist local providers in the most impoverished areas of the state to expand career services to those who seek services through adult education. The services they seek to expand are job fairs, career readiness testing, soft skills training, resume assistance, how to conduct yourself in an interview, job tours and shadowing, technical college tours, and career pathway connection. The office would target Hampton, Allendale, and Jasper Counties to expand these services. Hampton/Jasper/Allendale is a three county Adult Education Program and is the only one of its kind in the state. This program lacks program staff and the technology needed to cover and serve citizens in the three-county area effectively. To help the program provide additional career services and access needed technology, the office seeks an additional $100,000.

Priority 2: Teacher Recruitment and Retention

Recommendation 8: CERRA Support for Expansion of Teaching Fellows $1,000,000

Currently, CERRA awards 225 Teaching Fellows per year to high school graduates interested in becoming a teacher. Approximately 858 applications are received by CERRA last year for teaching fellows with 553 students being offered an interview.

The new funds will go to fund additional Teaching Fellows, to budget for increases state salaries/fringe and increased indirect costs from Winthrop University.

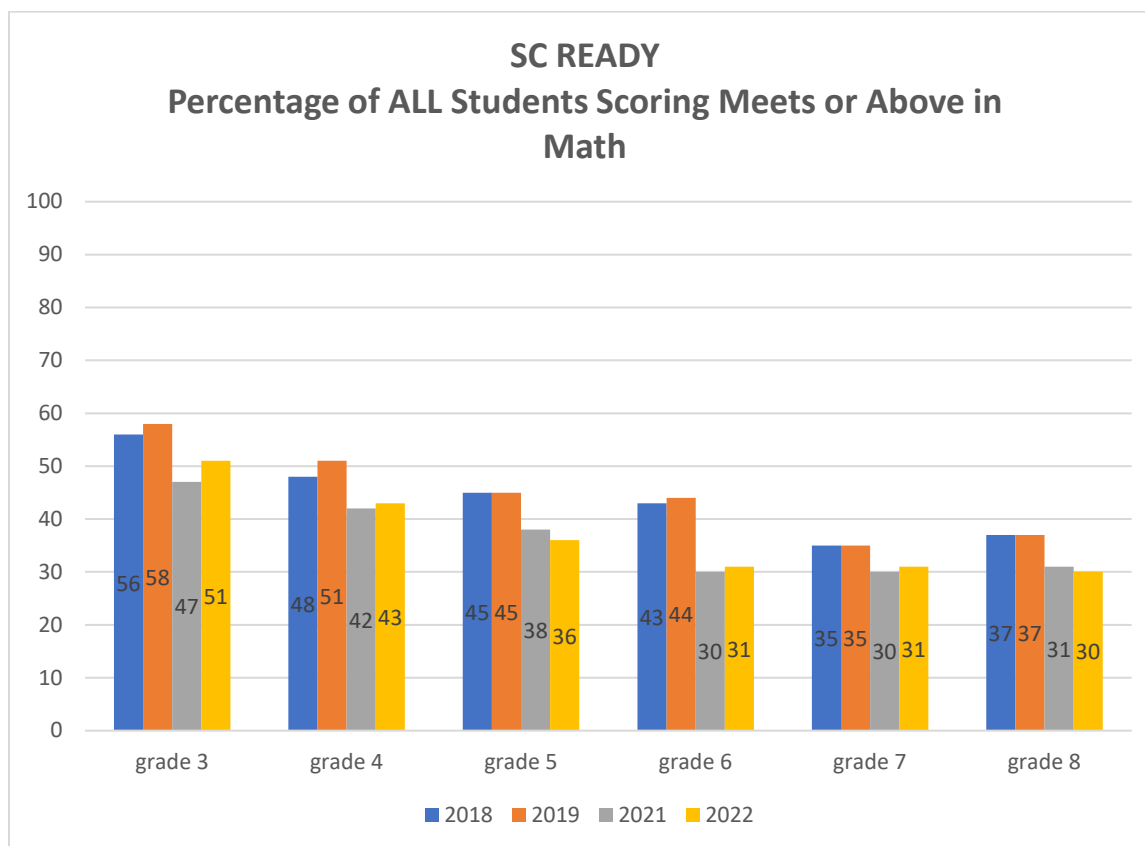**Recommendation 9: Teacher Supplies $3,033,850**

Classroom supply monies for teachers is expected to increase from $300 per eligible teacher to $350.

Priority 3: Unfinished Learning from Pandemic

Mathematics

Before and after the pandemic, student performance has been anemic. There has been a precipitous drop in 2022 SC Ready results. What makes this most critical is that math is sequential and cumulative in nature (Table 4 below).

Table 4

SC READY
Percentage of ALL Students Scoring Meets or Above in Math

Grade	2018	2019	2021	2022
grade 3	56	58	47	51
grade 4	48	51	42	43
grade 5	45	45	38	36
grade 6	43	44	30	31
grade 7	35	35	30	31
grade 8	37	37	31	30

Of significant concern, is the percentage of African American students who are scoring woefully low in middle grades at 15%, 12% and 13% meeting grade level in grades 6, 7 and 8, respectively. Recent research suggests that students who are "off track" in grade 8 have only a 19% chance of being college/career ready and students "way off track" have only a 3% of being college/career ready.[2]

Critical next steps needed to erase unfinished learning are to allocate resources to identify gaps in student learning in specific math content/skills and corresponding teacher strategies to support teaching and learning.

Recommendation 10: Teach to One $1,500,000

Teach to One is a software package that enables students to accelerate their math skills/concepts by accessing instructional tools and curated content aligned to each student's individualized roadmap. It is a robust toolkit focused on stemming math learning loss and enabling acceleration.

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[2] Chrys Doughtery and Steve Fleming, "Getting Students On Track to College and Career Ready", ACT, November, 2012.

It is designed so each student can master the subset of pre-, on- and post-grade level skills so they can meet the next grade level expectations. It is designed for grade 3 through Algebra I.

Teach to One can be used in the classroom, at home or as supplemental. The cost per student is $15 per year.

It is recommended the SC Department of Education create a grant program whereby districts apply for the funds. The plan would consist of districts who elect to implement and agree to implement the program in a whole school environment. The plan would serve up to 100,000 students.

The EOC would conduct an impact analysis of the program looking at student performance.

Recommendation 11: SC Mathematics Getting Back on Track $322,000

The Virginia Department of Education (VDOE) has created teacher packets called *Just In Time Quick Checks*[3] that assist teachers in identifying specific gaps in mathematics. These packets identify students' unfinished learning while teaching current grade level standards. See appendix A.

The packets include Quick Checks which are 2-3 questions to identify what a student knows or does not know regarding a specific math standard. If a student does not understand the concept/skill, the teacher has access to a hyperlink that provides the prerequisite skill/concept that a student would need to master the grade level standard with the corresponding Quick Check. In addition, the *Just In Time Quick Checks* includes lessons and other resources the teacher would need to teach the standard. Finally, the teacher packet shows common student errors and misconceptions regarding a standard and shows why a student might have answered the questions incorrectly.

These resources were developed by teachers across Virginia to address unfinished mathematical learning and to assist teachers in planning instruction to fill potential gaps in learning. The Mathematics *Just in Time Quick Checks* have been developed from kindergarten to Algebra II. The materials include Learning Track Logs to help teachers keep up with where students are regarding their learning and Bridging Standards which allow for the identification of content that can be connected when planning instruction and promote deeper student understanding. The materials are copyrighted.

South Carolina could inquire as to the possibility of using these materials as a template for South Carolina and use South Carolina teachers to create similar Quick Checks in mathematics for teachers and students.

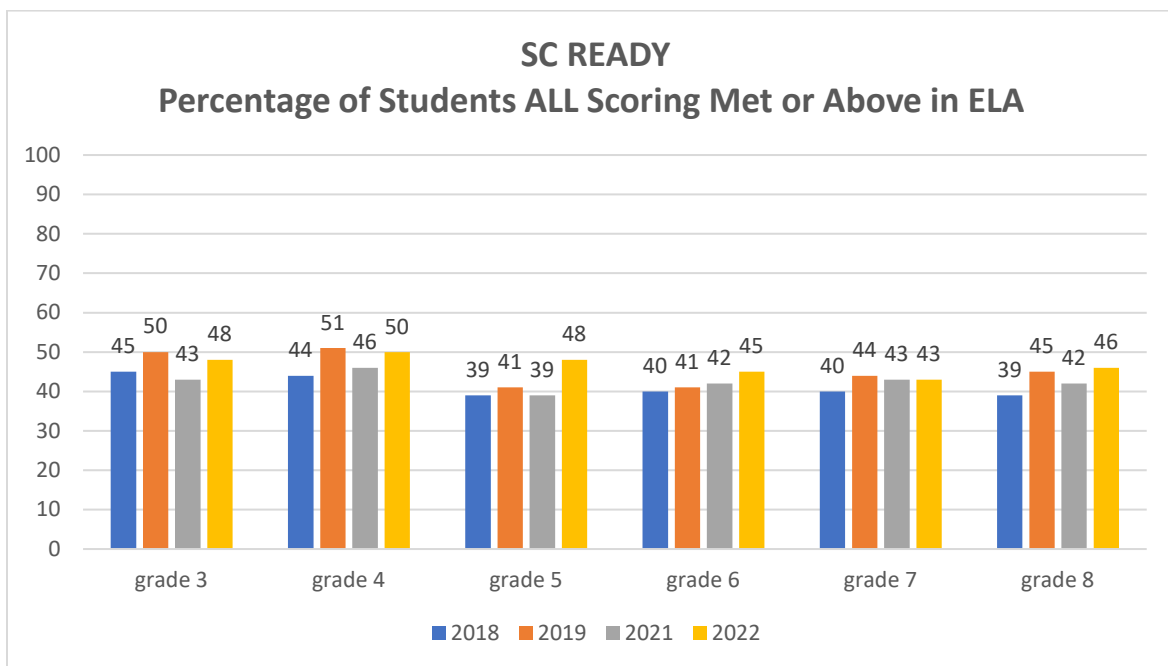[3] http://doe.virignia.gov/testing/sol/standatds_docs/mathematics

Estimate for costs include paying 55 teachers a stipend of $500 per day for 10 days to create, pilot and revise Quick Checks for each grade level kindergarten through high school courses. After the pilot, additional teachers would be brought in to provide feedback to revise the Quick Checks (30 teachers x $300 x 3 days). Meeting costs, travel, etc. estimated at $20,000. Quick Checks would be available to teachers through the instructional hub.

Total cost estimate: $322,000

English Language Arts (ELA)

The chart below shows the results of SC Ready in ELA for students in years 2018, 2019, 2021 and 2022 for grades 3-8. These results show students exceed pre-pandemic performance in grades 5, 6 and 8. In grades 3, 4, and 7 students closed the gap in ELA.

Table 5

SC READY
Percentage of Students ALL Scoring Met or Above in ELA

Grade	2018	2019	2021	2022
grade 3	45	50	43	48
grade 4	44	51	46	50
grade 5	39	41	39	48
grade 6	40	41	42	45
grade 7	40	44	43	43
grade 8	39	45	42	46

Of concern is the results of our African American students. Results for African American students in 2022 as compared to pre-pandemic data indicate grades 3, 4 and remain steady at about 71% of students not meeting standard. Grades 5, 6, and 8 show improvement from 2019 with about 73% of students not meeting standard.

Recommendation 12:   Ten additional contract days for Literacy Project Schools $20,000,000

Research supports the single greatest influence upon student achievement is the effectiveness of the classroom teacher. For current teachers to continue to grow and build their teaching skills and content, the opportunity for continued professional learning is critical.

Teachers are graduating from teacher education programs with limited skills in reading. National studies have shown that only 51 percent of higher education teacher preparation programs include the science of reading in its curriculum.[4]

When teachers do not have the knowledge or skills to teach reading or math to all students, a large number of students lag and struggle, particularly minority students. Problems compound and comprehension gap continue to widen, while teachers are left behind feeling frustrated and ineffective.

Two things impede teacher development. One is time for professional learning. Second is the identification of appropriate training for evidence-based research in the science of reading.

First to address the time, ten (10) additional days would be added for teachers as a teaching supplement calculated at their daily contract rate. There are 227 Literacy Project Schools and 5,500 teachers in these schools.

Recommendation 13: Evidence-Based Literacy Professional Development for Literacy Project Schools $15,000,000

LETRS (Language Essentials for Teachers of Reading and Spelling) is proven professional learning designed to teach teachers the content and principles of literacy and effective language instruction. Its content extends across five essential components of reading plus oral language, spelling, and writing. Each of these aspects of instruction are essential especially for students at risk for reading failure due to the life circumstances, prior instruction, language development background and neurodevelopmental reading disabilities (including dyslexia).[5]

Recommendation 14: Gold and Silver Awards $7,105,000

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act (EAA) in 1998 as per section 59-18-1100. The program recognizes and rewards schools for academic achievement and for closing the achievement gap.

The EOC, in conjunction with the South Carolina State Board, will identify schools which meet the criteria for academic achievement and closing the achievement gap.

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[4] http://www.voyagerospris.com/professional-development/letrs/overview
[5] http://www.voyagersopris.com/professional-development/overview

The EOC is recommending schools that are eligible for the Palmetto Gold Award (104 schools) receive $25,000, schools that are eligible for the Palmetto Silver Award (123) receive $15,000 and schools that are eligible for Closing the Gap Award *(177 schools)* receive $15,000.

Estimated funds for the projected number of schools eligible for these awards is $7,105,000.

The EOC staff recommends the South Carolina Department of Education host a statewide convention inviting Palmetto Gold, Silver and Closing the Gap schools to present to other schools the things these winners have implemented to make a difference in the academic achievement for their students. In addition, Palmetto winners could be a resource to schools identified as Comprehensive School Improvement (CSI) or Palmetto Literacy Schools.

Recommendation 15: CDEPP-SCDE $15,068,833

The EOC recommends the SCDE request of $5,300 per pupil to provide additional support due to inflation.

Recommendation 16: First Steps $455,392

The EOC recommends the funding request by First Steps for personnel costs.

Recommendation 17: Other Agencies' Teacher Salaries $955,350

The EOC recommends providing funds for salary increases at 2.8% for teachers in schools not associated with school districts such as Governor's Schools, Will Lou Gray, SC School for Deaf and Blind, and Disabilities and Special Needs.

Recommendation 18: Assessment of Reading Pilot (SCDE) $300,000

Additional funds recommended for the Department of Education Office of Early Learning and Literacy to pilot the feasibility of requiring a passing score on a rigorous test of scientifically research-based reading instruction and intervention and data-based decision-making principles, as determined by the State Board of Education, for initial early childhood and elementary education licensure.

Provisos Recommended for Approval

Revisions to Current Provisos

1A.45. (SDE-EIA: Teach for America SC) ~~Because Teach For America SC receives EIA funds in the current fiscal year, school districts that partner with Teach For America SC are required to provide to Teach For America SC by September first annually, information on the prior year's academic achievement of students who were directly taught by Teach For America corps members. The information must be in a format that protects the identity of individual students and must include state assessment data as appropriate.~~ The Department of Education is directed to provide de-identified student-level summative assessment data to the Education Oversight Committee that can be used to evaluate the effectiveness of all EIA-funded programs or initiatives that provide direct services to schools or school districts. The data-sharing agreement entered into by the two agencies must define how the summative assessment data will be analyzed to determine the impact of the EIA-funded program or initiative and how the analysis will be shared with the Department of Education and with the General Assembly pursuant to Sections 59-6-10 and 59-6-110.

1A.21. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee. For the current fiscal year the Education Oversight Committee may carry forward prior year EIA Education Data Dashboard funds. ~~South Carolina Community Block Grants for Education Pilot Program funds not awarded by the grant committee. These funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a return on the states investment.~~

New Recommended Provisos

To maximize the effectiveness and to minimize cost, the Commission on Higher Education is required to collaborate with the Education Oversight Committee and the SC Department of Education to develop and build out the online educator report card by expending up to $350,000 in funds carried forward from the 2022-23 fiscal year into the 2023-24 fiscal year by the Education Oversight Committee for implementation of the Education Data Dashboard.

1A. Of the funds appropriated for assessment, the Department of Education will expend $300,000 to pilot the feasibility of requiring a passing score on a rigorous test of scientifically

<u>research-based reading instruction and intervention and data-based decision-making principles, as determined by the State Board of Education, for initial early childhood and elementary education licensure.</u>

Just In Time Quick Check

Standard of Learning (SOL) 3.1c

Strand: Number and Number Sense
Standard of Learning (SOL) 3.1c *The student will compare and order whole numbers, each 9,999 or less.*
Grade Level Skills: ● Compare two whole numbers, each 9,999 or less, using symbols (>, <, =, or ≠) and/or words (*greater than, less than, equal to,* and *not equal to*). ● Order up to three whole numbers, each 9,999 or less, represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least.
Just in Time Quick Check
Just in Time Quick Check Teacher Notes

Supporting Resources:
● VDOE Mathematics Instructional Plans (MIPS)
   ○ 3.1c Comparing and Ordering Numbers (Word) / (PDF)
   ○ 3.1c What's My Number? (Word) / (PDF)
   ○ 3.1c Comparing Numbers (Word) / (PDF)
● VDOE Word Wall Cards: Grade 3 (Word) and (PDF)
   ○ Less Than
   ○ Greater Than
   ○ Equal To
   ○ Place Value Positions

Supporting and Prerequisite SOL: 3.1a, 2.1a, 2.1c, 1.2b, 1.2c

1. Order these numbers from least to greatest.

   9,135   3,915   9,315

2. The chart shows two Virginia county populations.

Virginia County	Population
Richmond County	8,878
Mathews County	8,796

Use the >, <, =, or ≠ symbols to write two different number sentences comparing these two county populations.

Write a number in each column to match the description.

Less Than 4,025	Equal to 4,025	Greater Than 4,025

SOL 3.1c - Just in Time Quick Check Teacher Notes

Common Errors/Misconceptions and their Possible Indications

1. Order these numbers from least to greatest.

   9,135   3,915   9,315

   The most common error when ordering numbers from least to greatest is ordering the numbers from greatest to least. Students making this mistake show an understanding of ordering, but they would benefit from strategies that focus attention on the type of ordering required.

   When considering numbers that have the same digits but not the same values, students may not notice the order of the digits and believe 9,135 and 9,315 are the same number. Concrete manipulative experiences help students develop conceptual understanding for comparing and a methodical approach based on the place value structure.

   If students are struggling with numbers that have the same digits, using numbers that have different digits (368, 720, 981) may be beneficial. Some students may need additional practice with two-digit numbers. Again, experiences with place value manipulatives helps students understand the magnitude of the number and allows for direct comparison of the values of the digits.

2. The chart shows two Virginia county populations.

Virginia County	Population
Richmond County	8,878
Mathews County	8,796

Use the >, <, =, or ≠ symbols to write two different number sentences comparing these two county populations.

When comparing numbers, students frequently confuse the > and < symbols. Students will often know which number is greater and which number is less, but they may not know which symbol should be used to make the number sentence correct. Students benefit from practice reading these comparisons aloud to make sure the correct vocabulary is used with the correct symbol.

3. Write a number in each column to match the description.

Less Than 4,025	Equal to 4,025	Greater Than 4,025

Students may struggle with understanding numbers that have a zero in a place value position. They may understand that the zero means the number has 0 ones, or 0 tens, or 0 hundreds, but they may not understand that the number that comes before that decade would have 9 ones or before that century would have 9 tens. Students who have difficulty crossing backwards over the decade numbers and century numbers would benefit from representing the given number with concrete and/or pictorial representations and then using those representations to generate a number is greater than or less than that number.