

AGENDA

**EIA and Improvement Mechanisms
Subcommittee Meeting**
Monday, September 16, 2024
1:00 P.M.
Room 433, Blatt Building

- I. Welcome and Introductions Dr. Bob Couch
- II. Approval of Minutes of May 20, 2024 Dr. Bob Couch
- III. Information Items:
Discussion of Process for New EIA Funding Requests... Dr. Bob Couch
- IV. 2024-25 EIA Budget Update..... Dana Yow
- V. EOC Strategic Plan Update Dr. Matthew Lavery & Dana Yow
- VI. Adjournment

April Allen
CHAIR

Brian Newsome
VICE CHAIR

Terry Alexander

Melanie Barton

Russell Baxley

Neal Collins

Bob Couch

Bill Hager

Barbara B. Hairfield

Kevin L. Johnson

Sidney Locke

Dwight Loftis

Jeri McCumbee

Melissa Pender

Patty J. Tate

C. Ross Turner, III

Ellen Weaver

EIA & Improvement Mechanisms Subcommittee Members:

Dr. Bob Couch, Chair
April Allen
Melanie Barton
Russell Baxley

Rep. Neal Collins
Sen. Kevin Johnson
Dr. Brian Newsome
Jeri McCumbee

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

EIA and Improvement Mechanisms Subcommittee

Minutes of the Meeting

May 20, 2024

Members Present (in person and remote): Dr. Bob Couch, April Allen, Sen. Kevin Johnson, Dr. Brian Newsome, Russell Baxley, Barbara Hairfield, Patty Tate

EOC Staff Present (in person and remote): Dana Yow, Dr. Rainey Knight, Hope Johnson-Jones, Dr. Matthew Lavery, Dr. Jenny May, Gabrielle Fulton, Tenell Felder

The EIA & Improvement Mechanisms subcommittee meeting opened with chair Dr. Bob Couch asking to approve the meeting minutes from November 27, 2023. After the minutes were approved, Dr. Couch welcomed EOC consultant Sally Cauthen to present the 2022-23 SC Teacher Loan Program Annual Report as an action item.

Ms. Cauthen defined the purpose of the Teacher Loan Program, which is to provide a financial incentive for qualified South Carolina residents to enter the teaching profession through offering forgivable loans.

She discussed governance for the Teacher Loan Program and listed the following key players and their duties: The SC Student Loan Corporation which administers the TLP, the EOC which annually reviews and reports on the TLP, the SC Commission on Higher Education (CHE) which recommends loan appropriations to the State Treasurer, the SC Center for Educator Recruitment, Retention and Advancement (CERRA) which maintains the Teacher Loan Advisory Committee and the SC State Board of Education which annually defines the TLP's areas of critical needs.

Ms. Cauthen then discussed the three loan forgiveness options explaining each loan type and the maximum loan amount which are as follows:

- Type 1/TLP: Program loans for public or private college and university students to become certified teachers employed in SC areas of critical need. Freshmen and Sophomores may borrow up to \$2,500 per year. Other students may borrow up to \$7,500 per year, with an aggregate maximum of \$27,500 for undergraduate and graduate students.

- Type 2/TLC: Program loans for Career Changers to become certified teachers employed in SC areas of critical need. Participants may borrow up to \$15,000 per year and up to an aggregate maximum of \$60,000.
- Type 3/PACE: Program loans on a reimbursement basis to assist state residents with PACE critical needs professional certification program expenses. Current PACE participants may borrow up to \$750 per year, not to exceed a total maximum amount of \$5,000.

Next, Ms. Cauthen shared key findings from the report. In the first main finding, Ms. Cauthen discussed the need for TLP Governance to address the changing needs of the program and the need to designate one entity to market and take ownership of the program. She also suggested that the TLAC do a critical review of the TLP annual report.

In the second finding regarding TLP data collection and quality, Ms. Cauthen emphasized the need to keep track of loan forgiveness status for loan recipients.

For findings on funding, Ms. Cauthen pointed out that the Revolving Loan Fund used to hold loan payback money increased from \$8.7 million to almost \$21 million, which suggests that individuals are choosing to repay loans rather than completing their teaching requirements.

Regarding reporting findings, Ms. Cauthen emphasized the need to streamline and modernize the application process which she described as labor intensive, and paper based.

Next, Ms. Cauthen addressed the Teacher Pipeline Key Findings with the key finding being that the main sources of teacher hires are international and alternative certified. It was also determined that a significant source of loan applicants and recipients come from the Teacher Cadet program.

Another key finding was that the most common reason for loan rejection was due to a low GPA.

At the conclusion of the report, comments and questions were accepted from committee members.

Dr. Couch commented that Clemson University's success in positive growth for its education program could be indicative of a successful recruitment program that could be looked at by other institutions.

EOC member Patty Tate commented that her daughter benefited from the Teacher Loan Program. She stated there needed to be more awareness of the program for students who are

not in the Teacher Cadet Program. She also stated that critical need subjects were just about all subjects.

EOC executive director Dana Yow commented that TLP marketing, ownership, paper-based application process and data collection were all issues that needed to be looked into.

Following this discussion, Dr. Couch called for a motion to approve the TLP report. The motion was given and passed.

Next, Dr. Rainey Knight was called forward to present an information item on the EIA budget. She informed members that the Board of Economic Affairs increased the EIA reoccurring monies by \$15.6 million and non-recurring to \$11.3. She also shared that in the H2 budget, \$3 million was allocated to the EOC to conduct a study on workforce development statewide.

Dr. Couch then asked if there were any questions. As there were none, EOC communications manager Tenell Felder was called forward to update the committee on details for the EOC retreat in August.

Following this update, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Date: September 16, 2024

INFORMATION ITEM:

Process for Requests for New EIA Funding

PURPOSE/AUTHORITY

Section 59-6-10(A)1 of the SC Code of Laws,

“in order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:

- (a) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
- (b) make programmatic and funding recommendations to the General Assembly;
- (c) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
- (d) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

(2) Each state agency and entity responsible for implementing the Education Accountability Act and the Education Improvement Act funded programs shall submit to the Education Oversight Committee programs and expenditure reports and budget requests as needed and in a manner prescribed by the Education Oversight Committee.”

Furthermore, pursuant to Section 59-6-110, the EOC’s Accountability Division “must examine the public education system to ensure that the system and its components and the EIA programs are functioning for the enhancement of student learning. The division will recommend the repeal or modification of statutes, policies, and rules that deter school improvement. The division must provide annually its findings and recommendations in a report to the Education Oversight Committee no later than February first. The division is to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts and:

- (1) monitor and evaluate the implementation of the state standards and assessment;
- (2) oversee the development, establishment, implementation, and maintenance of the accountability system;
- (3) monitor and evaluate the functioning of the public education system and its components, programs, policies, and practices and report annually its findings and recommendations in a report to the commission no later than February first of each year; and
- (4) perform other studies and reviews as required by law”

CRITICAL FACTS

The EOC seeks a process to handle requests made of the EOC for new EIA funding. If the proposed revision is approved by the full EOC, it will move forward as a proviso revision request during the upcoming legislative session.

TIMELINE/REVIEW PROCESS

The EOC will begin to review EIA-funded programs in September 2024. Programs have received program reports, and they are in process.

ECONOMIC IMPACT FOR EOC

No economic impact currently.

ACTION REQUEST

For approval

For information

ACTION TAKEN

Approved
 Not Approved

Amended
 Action deferred (explain)

Process for Discussion 9/16/2024:

“Pursuant to Section 59-6-10(A), the Education Oversight Committee in recommending EIA program changes to state agencies and other entities for Fiscal Year 2025-26 will only review proposals from agencies and entities currently receiving EIA funds in the Fiscal Year 2024-25 General Appropriation Act.”

To handle new requests for EIA funding beginning in FY 25-26, the EOC requests the following revision to Proviso 1.56 in the 2024-25 Appropriation Act be considered:

1A.56. (SDE-EIA: Grants Committee) (A) Of the funds appropriated to the Department of Education for Innovation Grants, the grants committee shall accept applications per the established process for new grantees not to exceed the amount appropriated by the General Assembly.

(B) The process shall include the application and selection process. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to:

(1) identification of key measurable benchmarks to raise student achievement and ensure all students are prepared to graduate college, career and civic ready;

(2) innovative strategies to close student achievement gaps in reading and mathematics, with a focus on schools with an academic achievement rating of below average and unsatisfactory;

(3) a demonstrated ability to implement the initiative or model as outlined in the application; and

(4) a demonstrated ability to be both replicable and scalable with priority given to projects grounded in evidence-based practices that have significantly impacted student achievement outcomes.

(C) Notice of grant opportunities and applications shall be posted on the department’s website by May 30th. Applications for funding must be submitted to the department by June 30th. Notification of grant awards and final grant amounts shall be sent to applicants by July 31st.

(D) Applicants who commit to a match will be given priority in the selection process. The match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. De-identified student level data shall be submitted, including a definition of program fidelity. The committee shall submit an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by June 30th.

(E) Grantees will be required to participate in an external evaluation by selecting an evaluator from a Department approved list as prescribed by the committee in the application. Funding for the evaluation shall be based on a percentage of the grantees final award.

(F) The grants committee must award at least one grant to an applicant providing an assessment tool that will provide each district with a local inventory dashboard of education software programs used by their students and teachers, and that includes an aggregate dashboard of program usage from across the state, for the department. Additionally, the system must provide a compilation of usage data by educator and student, be able to conduct rapid cycle evaluations to measure the effectiveness of education software programs based on student outcomes, and support evidence-based analysis of education software programs aligned to the required levels of evidence in the Every Student Succeeds Act. Any system procured must meet the state and agency minimum IT security standards as prescribed by the department. The department is authorized to carry forward and expend any balance for funds authorized in the prior fiscal year for Innovation Grants that provide an assessment tool as described herein in the current fiscal year.

Projects may receive funding for up to three consecutive grant cycles, beginning in Fiscal Year 2025-26. After three consecutive grant cycles, funding through the innovative grants fund will be discontinued. When funding is discontinued, the department may provide a recommendation to the Education Oversight Committee regarding future scalability through EIA funds based on evidence of measurable increases in student outcomes.

ID#	Official EIA Program Name	2023-24 Allocation	2024-25 Amount Requested	2024-25 Requested Change	2023-24 Non-Recurring Request Amount	2024-25 Non-Recurring Request Amount	EOC	Governor	House	Senate	Appropriation Act 2024-25	NOTES:
	SC Advanced Placement Partnership						\$1,500,000					
75	Department of Corrections	\$125,000	\$125,000								\$178,750	
84	School Safety Building Mapping					\$5,000,000						
77	CTE Rural Renaissance Initiative		\$15,000,000	\$15,000,000								
86	Critical Needs Teacher Retention					\$15,000,000						
78	Education Scholarship Trust Fund		\$30,000,000	\$30,000,000	\$2,073,300							
87	Character and Resiliency Education (CARE) & Civics Initiatives					\$3,250,000						
79	Instructional Support for Districts (iHub/LMS/AMS)		\$10,280,000	\$10,280,000	\$10,240,000			\$10,280,000	\$1		\$3,794,751	
80	TeachSC		\$727,650	\$727,650								
81	Safety Tools for School-Issued Devices		\$1,900,000	\$1,900,000								
88	Bus Driver Retention Bonus					\$10,582,500						
82	Bus Lease/Purchase - 15-Yr Replacement Cycle Maint		\$35,000,000	\$35,000,000	\$20,631,000							
83	Shared IT Services for School Districts		\$900,000	\$900,000								
89	School Facilities Safety Upgrades and Rural Infrastructure Bank					\$20,000,000						
	TOTAL	\$1,177,370,000	\$1,603,765,460	\$426,395,460	\$263,166,300	\$231,332,500	\$70,861,000	\$60,861,000	\$75,861,000	\$78,861,000	\$81,187,000	

NOTE: With any balance in EIA, up to \$1.6 million is for child nutrition program (to pay for reduced-price lunch meals) and up to \$5 million is for instructional materials



Education Oversight Committee Strategic Plan

2021-2025

Summary Strategies and Objectives

approved by Strategic Planning Subcommittee, May 17, 2021

Strategy I: Report Facts

To support all stakeholders in making informed decisions for the continuous improvement of schools and student outcomes, the EOC will advocate for, access, and use a comprehensive, quality, statewide data system

Objective A: Enhance the EOC's direct access to comprehensive, quality, statewide data for reporting information

- Advocate for EOC staff to have secure, administrative-user access to Student Information System data
- Institute processes for EOC staff to have co-equal access to files that contain student-level data used for accountability
- Establish quality control processes to ensure accurate accountability reporting

Objective B: Advocate for the synthesis of existing data sources into a comprehensive, quality statewide data system that is secure, transparent and relevant to decision making for schools and student outcomes

- Partner with existing stakeholder groups to establish policies and processes to connect existing data systems
- Advocate for the establishment of policies and processes to ensure the security, privacy, and appropriate use of all stakeholder data

Objective C: Transform data into information that equips multiple stakeholder groups to act for the continuous improvement of schools and student outcomes

- Create information, to include data visualizations, that empowers multiple stakeholders to take more action-oriented approaches to continuous improvement of schools and student success
- Increase the use of state and school report cards and other sources of data for decision making and continuous school and student improvement
- Streamline the accessibility and transparency of information

Strategy II: Measure Change

To more accurately and efficiently measure change, the EOC will refocus accountability to emphasize school improvement and the success of students

Objective D: Align system-wide (PK-12) accountability measures with characteristics of college and career readiness (CCR)

- Study the ability of current accountability measures to predict college and career success
- Select accurate and appropriate measures of CCR progress throughout the PK-12 system
- Establish a framework to include international and national benchmarks of student success
- Monitor student CCR success and the continuous improvement of schools

Objective E: Design and implement an educational accountability system that enables stakeholders to take action and focus on continuous improvement

- Research the needs of multiple stakeholder groups to determine appropriate measures
- Develop measures to meet identified needs

Objective F: Identify and reward school accountability success

- Recognize schools that demonstrate success
- Include select awards on school report cards



**SC EDUCATION
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Reporting facts. Measuring change. Promoting progress.

Strategy III: Promote Progress

To more effectively promote progress throughout South Carolina schools, the EOC will strengthen partnerships with key stakeholders and promote collaborative, coordinated action for the continuous improvement of schools and student success

Objective G: Clarify the role of the Education Oversight Committee as the authority in PK-12 school accountability

- Solidify the EOC's role as responsible for the development of federal and state accountability
- Become a co-equal partner in the procurement of measures used for school accountability (e.g. assessments, surveys)

Objective H: Realign EOC resources to become a more effective advisor and honest broker to multiple stakeholder groups

- Research the needs of multiple stakeholder groups
- Serve as a bridge to connect research to policy and practice for the following stakeholder groups: policy makers, educators, families / students, and business / community leaders

Objective I: Collaborate with other agencies, schools, and organizations to jointly explore topics relevant to school and student success

- Convene stakeholders to collaboratively update the accountability standards for a Vision 2030 document
- Convene forums / speakers on relevant education topics

